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SELECT CREATIVE READINGS.

Part I

Навчально-методичний посібник з домашнього читання
для студентів II курсу факультету початкового навчання
за спеціалізацією «Початкова освіта. Іноземна мова (англійська)»

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Навчально-методичний посібник укладений для аудиторної і самостійної роботи студентів другого курсу факультету початкового навчання спеціальності Початкова освіта, спеціалізації Іноземна мова (англійська). Мета посібника – сприяти удосконаленню лексичної, граматичної і соціокультурної компетентностей читача, а також розвитку умінь англомовного читання, говоріння і писемного мовлення.

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ПЕРЕДМОВА

Навчальний посібник “Select Creative Readings. Part I” призначений для аудиторної і самостійної роботи студентів другого курсу факультету початкового навчання спеціальності «Початкова освіта», спеціалізації «Іноземна мова (англійська)» у межах «Практичного курсу англійської мови». Посібник розроблений з метою оптимізації навчального процесу і забезпечення викладачів і студентів теоретичним і практичним матеріалом з англійської мови.

Навчально-методична розробка відповідає чинним нормативним документам: Загальноєвропейським рекомендаціям з мовної освіти, освітньо-професійній програмі підготовки бакалаврів – майбутніх учителів англійської мови у початковій школі, навчальній та робочій програмам з дисципліни «Практичний курс англійської мови».

Посібник складається з 8 розділів, кожен з яких містить текст оригінального твору для навчання різних видів читання і комплекс передтекстових та післятекстових вправ для розвитку умінь англомовного читання, говоріння та писемного мовлення, а також удосконалення лексичної, граматичної і соціокультурної компетентностей читача.

У посібнику використано тексти різних жанрових форм: науково-публіцистичні та методичні статті, короткі оповідання, есе, інтерв'ю. Обсяг текстів відповідає методичним вимогам викладання англійської мови для студентів педагогічних спеціальностей. Соціокультурний потенціал текстів направлений на формування майбутнього вчителя англійської мови початкових класів як культурного посередника у ситуаціях полікультурного спілкування, і як суб'єкта діалогу і полілогу культур.

Розроблений комплекс вправ сприяє засвоєнню лексики і дає змогу відпрацьовувати лексичні, тренувати їх у запропонованих комунікативних ситуаціях та у писемному мовленні. Граматичний матеріал містить: презентацію правил (поданих у доступній формі і тому можуть бути використані без пояснень викладача для самостійного опрацювання),

ілюстрації прикладами, тренування та вправляння запропонованих граматичних конструкцій в усному і писемному мовленні.

Вправи різного ступеня складності уможливають застосування індивідуального підходу до навчання студентів різного рівня підготовки.

У посібнику запропоновано комунікативні проблемні ситуації, пов'язані з тематикою прочитаних текстів, для написання письмових творчих робіт (приватний лист, журнальна стаття, буклет, доповідь, есе, лист про прийом на роботу, твір-роздум, твір-опис, Інтернет сторінка в блозі) застосуванням технологій креативного мислення.

Навчально-методична розробка містить тематику і алгоритми виконання проектних завдань, інформаційні ресурси для пошуку відповідних автентичних матеріалів під час позааудиторної самостійної навчально-дослідницької діяльності та способи презентації проектних робіт із використанням інтерактивних технологій (робота у малих групах, «Мозковий штурм», «Ажурна пилка»).

Навчально-методичний посібник має змістовні ілюстрації (карти, малюнки, схеми, таблиці), кросворди, соціокультурні коментарі, відомості про авторів, що робить навчально-виховний процес пізнавальним, цікавим і креативним.

Робота над навчальними текстами, комунікативно-спрямованими вправами, творчими завданнями, проектними роботами потребує від студентів самостійного і креативного мислення, активізації пізнавальної діяльності, розвитку вмінь аналізувати, синтезувати й узагальнювати інформацію.



READING I

*Mistakes are a fact of life.
It is the response to error that counts.*
Nikki Giovanni,
American writer.

Before You Read the Text

1. In the story a young man tells a lie. Do you think it's ever OK to tell a lie? If so, when?
2. Read the title of the story and predict what the story is about.
3. Read the first sentence in the first, second, and third paragraphs. Now what do you think the story is about? Share your ideas with a partner.

A LONG WALK HOME

*by Jason Bocarro
from Chicken Soup for the Teenage Soul*

I grew up in the south of Spain in a little community called Estepona. I was 16 when one morning, my father told me I could drive him into a remote village called Mijas, about 18 miles away, on the condition that I take the car in to be serviced at a nearby garage. Having just learned to drive and hardly ever having the opportunity to use the car, I readily accepted. I drove Dad into Mijas and promised to pick him up at 4 p.m., then drove to a nearby garage and dropped off

the car. Because I had a few hours to spare, I decided to catch a couple of movies at a theater near the garage. However, I became so immersed in the films that I completely lost track of time. When the last movie had finished, I looked down at my watch. It was six o'clock. I was two hours late!

I knew Dad would be angry if he found out I'd been watching movies. He'd never let me drive again. I decided to tell him that the car needed some repairs and that they had taken longer than had been expected. I drove up to the place where we had planned to meet and saw Dad waiting patiently on the corner. I apologized for being late and told him that I'd come as quickly as I could, but the car had needed some major repairs. I'll never forget the look he gave me. I'm disappointed that you feel you have to lie to me, Jason. "What do you mean? I'm telling the truth."

Dad looked at me again. "When you did not show up, I called the garage to ask if there were any problems, and they told me that you had not yet picked up the car. So you see, I know there were no problems with the car." A rush of guilt ran through me as I feebly confessed to my trip to the movie theater and the real reason for my tardiness. Dad listened intently as a sadness passed through him. "I'm angry, not with you but with myself. You see, I realize that I have failed as a father if after all these years you feel that you have to lie to me. I have failed because I have brought up a son who cannot even tell the truth to his own father. I'm going to walk home now and contemplate where I have gone wrong all these years." "But Dad, it's 18 miles to home. It's dark. You can't walk home." My protests, my apologies and the rest of my utterances were useless. I had let my father down and I was about to learn one of the most painful lessons of my life. Dad began walking along the dusty roads. I quickly jumped in the car and followed behind, hoping he would relent. I pleaded all the way, telling him how sorry I was, but he simply ignored me, continuing on silently, thoughtfully and painfully. For 18 miles I drove behind him, averaging about five miles per hour. Seeing my father in so much physical and emotional pain was the most distressing and painful experience

that I have ever faced. However, it was also the most successful lesson. I have never lied to him since.

Understanding the Text

A. Order the events. Number the events in the story "A Long Walk Home" from the first (1) to the last (10).

- _____ He apologized to his father for being late.
- _____ He went to a movie theater.
- _____ He dropped the car off at a garage to be serviced.
- _____ He realized his father knew he was lying.
- _____ He realized it was six o'clock and his father was waiting for him.
- _____ He followed his father the whole 18 miles home.
- _____ He picked up the car at the garage and then went to pickup his father.
- _____ He told his father a lie.
- _____ Jason drove his father into town and dropped him off.
- _____ He tried to persuade his father to get into the car.

B. 1. Translate the following words and word combinations, use them in the context and make up your own examples.

1. to pick smb. up
2. to have a few hours to spare
3. to lose track of time
4. to apologize for doing smth.
5. to lie to smb.
6. a rush of guilt
7. to confess to smth.
8. to bring smb. up
9. to go wrong
10. to let smb. down

2. Translate the following sentences from Ukrainian into English.

1. У мене було декілька вільних годин, і я вирішив переглянути пару фільмів. 2. Я вибачився за запізнення і сказав, що я приїхав би так швидко, як тільки б зміг, але машина потребувала серйозного ремонту. 3. Однак я так сильно занурився у перегляд фільмів, що зовсім втратив відчуття часу. 4. Коли я непевнено зізнався, що я був кіно і засидівся там, хвиля провини накрила мене. 5 З того часу я йому ніколи не брехав. 6. Я батько-невдаха, що виховав сина, у якого навіть не вистачає сили духу зізнатися. 7. Я підвіз батька у Міхас і пообіцяв забрати його о четвертій по обіді, потім я заїхав у сусідній гараж і залишив там машину. 8. Я підвів батька, і мені довелося пережити найбільшній урок долі. 9. Я збираюся іти додому пішки і розмірковувати над тим, де я схибив.

3. In your own words, make up the written summary of the story "A Long Walk Home".

C. Work with a partner to answer the questions below.

- 1) What do you think Jason said when he apologized to his father for being late?
- 2) What is your opinion of the way Jason's father responded to his son's lie?
- 3) Jason said that he learned something from this experience. Besides learning not to lie, what do you think he learned?

Building Vocabulary

Phrasal verbs

Phrasal verbs have two or three parts: a verb and two other words like *down*, *up*, *off*, or *out*. Many phrasal verbs are difficult to understand because the two or three words together have a special meaning

I grew up in the South of Spain.

I let my father down when I lied to him.

A. Underline the phrasal verbs in the sentences below. Then use context to guess the meaning of each verb. Explain what is meant by.

1. When Jason's father found out that his son had been watching movies, he was very upset.
2. Jason didn't pick the car up until after six o'clock.
3. Jason didn't show up at four o'clock to get his father because he was at the movie theater watching a film.
4. After Jason dropped the car off at the garage, he went to the movies.
5. Parents are responsible for bringing up their children.

B. Use a phrasal verb from the reading to answer each question below.

1. What did Jason do before he went to the theater?

2. Why did Jason's father call the garage?

3. Why did Jason's father feel like a failure?

4. What did Jason promise to do at 4 p.m.?

5. Why was Jason's father disappointed?

Language Focus

Past perfect

Form: had + past participle

Meaning: The past perfect is used:

- to show that one thing happened before another in the past or before a stated time in the past. e.g. *I drove up to the place where we had planned to meet. Dad found out that I had gone to the movies.*
- for an action which finished in the past and whose result was visible at a later point in the past. e.g. *He had broken a tooth the day before and he was in pain.*

The time expressions: before, after, already, just, for, since, till/until, when, by the time, never etc.

A. Complete the sentences below with the past perfect form of the verb in parentheses.

1. I knew Dad would be angry if he found out that I _____ (go) to the movies.
2. I told my father that it _____ (take) a lot longer to fix the car than we _____ (expect).
3. My father knew I was lying because he _____ already (call) the garage to find out if there was a problem.
4. My father felt that he _____ (fail) as a father.
5. I lied to my father when he asked me where I _____ (be).
6. When the last movie _____ (finish) I looked down at my watch.
7. They told dad that Jason _____ (not/pick up) the car.
8. Jason felt that he _____ (let down) his father.

B. Past Simple or Past Perfect? Underline the correct verb form in parentheses.

1. When I (arrived/had arrived) at our meeting place, I saw my father waiting patiently.
2. Jason picked up the car from the garage after he (saw/had seen) a couple of movies.
3. Dad walked down the dusty road and I (followed/had followed) behind him.
4. Dad knew I was lying because he (called/had called) the garage two hours before.
5. My father (believed/had believed) that he had failed as a father.
6. Jason had a few hours to spare and (decided/had decided) to catch a couple of movies.
7. Dad was disappointed because he (brought up/had brought up) a liar.
8. It was the most successful lesson Jason ever (learned/had learned).

C. Translate the following sentences from Ukrainian into English using Past Simple or Past Perfect.

1. Вони зайшли до кінотеатру, перш ніж почався фільм, чи не так?
2. Діти ще не лягли спати, коли повернулися батьки.
3. Він згадав, що забув привітати колегу з днем народження.
4. Чи Тед, нарешті, зрозумів, що допустив помилку? – Так.
5. Перш ніж відправити повідомлення, Джон ще раз його уважно перевірів.
6. С'ю вивчила китайську мову та культуру до того, як поїхати до Пекіна.
7. Коли я довідалася, що поїзд запізнився, я зателефонувала батькам.
8. Минулого року Брауни їздили до Іспанії. Вони ніколи не були за кордоном до цього.
9. Хто заробив свій перший мільйон до того, як йому виповнилося 20?
10. Невже ти не повернув борги до Нового року?

Reading Skills

A. In the sentences below, use context to guess the meaning of the italicized words. Circle the letter of your answer.

1. I was 16 when one morning, my father told me I could drive him into a remote village called Mijas, about 18 miles away, on the condition that I take the car in to be serviced at a nearby *garage*.

- a.** building **b.** restaurant **c.** repair shop

2. Having just learned to drive, and hardly ever having the opportunity to use the car, I *readily* accepted.

- a.** quickly **b.** quietly **c.** sadly

3. Because I had a few hours to spare, I decided to *catch* a couple of movies at a theater near the garage.

- a.** find **b.** watch **c.** ignore

4. My protests, my apologies, and the rest of my *utterances* were useless.

- a.** friends **b.** clothes **c.** words

B. See how much information you can get from context. Use the words and ideas in the rest of the sentence to guess the missing word(s). There are many possible answers.

1. When I got to the garage to pick up the car, they said it wasn't ready yet.
2. I went to a nearby _____ to watch a couple of movies.
3. When I _____ at my watch, I saw that it was already six o'clock.
4. I _____ the movie theater as soon as the movie had finished.

Discussion and Writing

A. Jason's father chose an interesting way to teach his son a lesson. What could parents do in the following situations to teach their children a lesson? Work in a group to come up with a suggestion for each situation.

1. When I was about six years old, my mother left me at a friend's house for a few hours. This friend had a large supply of pens and pencils, and I took a few of them without telling her. Later my mother saw the pens and asked me where I got them. When I told her, she _____.
2. In my family, we weren't allowed to use any bad words. Even telling someone to 'shut up' was against the rules. One time when I told my sister to shut up, my mother _____.
3. I don't remember this, but my relatives tell me that when I was little, I took some chalk and drew pictures on the outside of the house. My grandfather was the first to see my pictures and he _____.

B. Follow the steps below to share stories with a partner.

1. Think about a time when you misbehaved as a child. Then answer the questions below on another piece of paper.
 - How old were you?
 - Where were you?
 - How did you misbehave?
 - Why do you think you misbehaved?

2. Get together in a group. Take turns reading your answers aloud. For each situation, work together to decide how you think the parents should respond to the child's misbehavior.

Crossword Puzzle



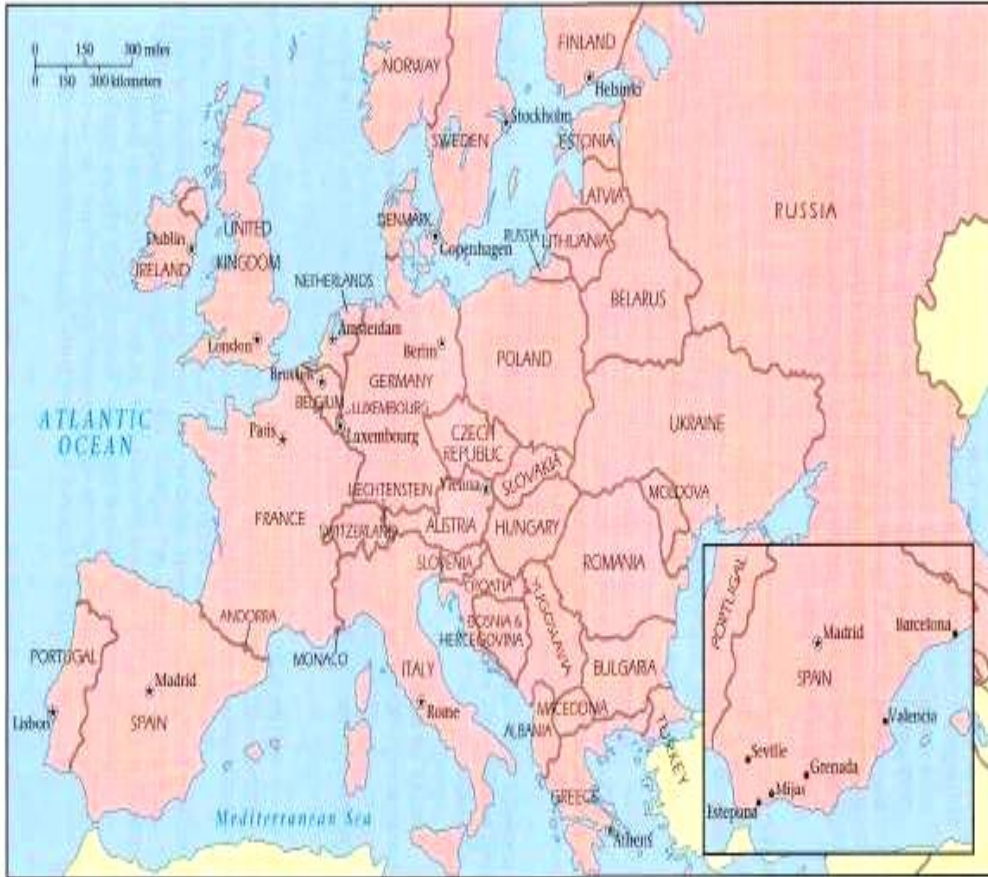
Use words from the reading to complete the crossword puzzle.

Across

- 2 Synonym to the word *fix* is _____.
- 7 Another word for a *chance to do something* is _____.
- 9 The opposite of *succeed* is _____.
- 10 The past tense of *drive* is _____.
- 12 A _____ is equal to 1.6 kilometers.

Down

- 1 The past tense of *bring up* is _____.
- 3 The opposite of *remember* is _____.
- 4 When you _____ to someone you say you are sorry.
- 5 The past tense of *drop off* is _____ off.



6 Another word for *without noise* is _____

8 It is easy to lose _____ of time when you are having fun.

11 The opposite of *drop off* is _____

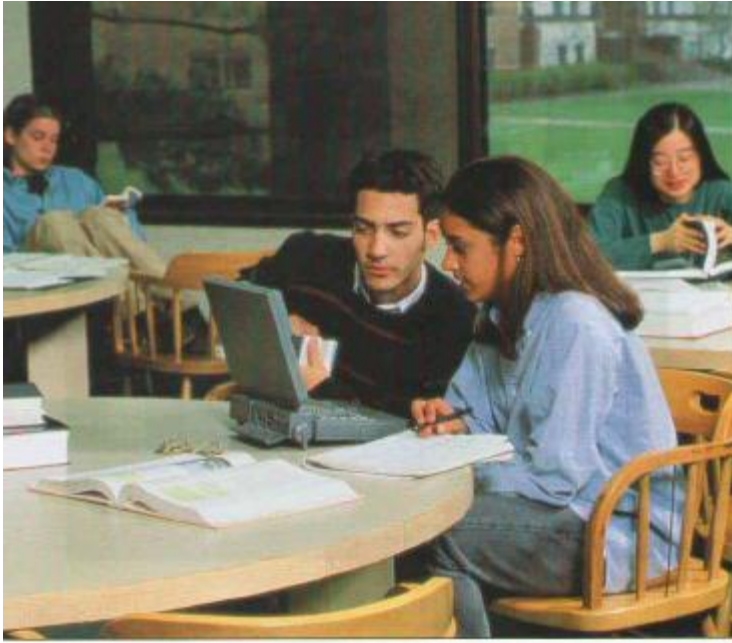
Culture and Language Notes

Spain is the third largest country in Europe, and is located in the southwestern corner of

the continent. The population of Spain is 39,000,000 and tourism brings 57,000,000 visitors each year. Madrid, located in the middle of the country is the capital. Other important cities include Barcelona, Valencia, Seville, and Granada.

Miles. One mile is equal to 1.61 kilometers. The United States is one of the only countries in the world that still uses the English system for weights and measurements. The following chart shows some of the different measurements in the English and metric systems.

English System	Metric System
1 inch	2.54 centimeters
1 foot	0.305 meters
1 yard	0.914 meters
1 mile	1.61 kilometers



READING II

*It is supporting one another
that two hands find strength.*
Abdiliaahi Muuse, Somali sage.
(1890- 1966)

Before You Read the Text

"A team is a small number of people with complementary skills who are committed to a common purpose, set of goals, and approach." – from the Harvard Business Review;

1. Read the definition of a team above. Match the teams on the left with the goals on the right in the chart below.

TEAMS	GOALS
___ a. World Cup team	1. to save the lives of patients
___ b. software production	2. to develop computer applications
___ c. team of doctors in an emergency room	3. to find and help lost or injured climbers
___ d. search and rescue team in the mountains	4. to compete in and win the soccer championship

2. What makes a team successful? Why are some teams more successful than others? Share your ideas with a partner.

3. Read the title of the article. Then look over the article quickly. What do you think the article will be about? Share your ideas with a partner.

STUDENT LEARNING TEAMS

*by John N. Gardner and A. Jerome Jewler
from Your College Experience*

Research has shown that college students can learn as much, or more, from peers as they do from instructors and textbooks. When students work effectively in a supportive group, the experience can be a very powerful way to improve academic achievement and satisfaction with the learning experience. Recent interviews with college students at Harvard University revealed that nearly every senior who had been part of a study group considered this experience crucial to his or her academic progress and success. The list below describes several important activities that you and your study group or learning team can collaborate on:

Activities for a learning team

1. Sharing class notes. Team up with other students immediately after class to share and compare notes. One of your teammates may have picked up something you missed or vice versa.

2. Comparing ideas about assigned readings. After completing each week's readings, team up with other students to compare your highlighting and margin notes. See if you all agree on what the author's major points were and what information in the chapter you should study for exams.

3. Doing library research. Studies show that many students are unfamiliar with library research and sometimes experience "library anxiety." Forming library research teams is an effective way to develop a social support group for reducing this fear and for locating and sharing information.

4. Meeting with the instructor. Having your team visit the instructor during office hours to seek additional assistance in preparing for exams is an effective

team learning strategy for several reasons. If you are shy or unassertive, it may be easier to see an instructor in the company of other students. Your team visit also sends a message to the instructor that you are serious about learning.

5. Reviewing test results. After receiving test results, the members of a learning team can review their individual tests together to help one another identify the sources of their mistakes and to identify any "model" answers that received maximum credit. You can use this information to improve your performance on subsequent tests or assignments. Not all learning teams, however, are equally effective. Sometimes group work is unsuccessful or fails to reach its full potential because insufficient thought was given to how teams should be formed or how they should function. The following suggestions are strategies for maximizing the power of peer collaboration.

1. In forming teams, seek peers who will contribute quality and diversity. Look for fellow students who are motivated: who attend class regularly, are attentive and participate actively while in class, and complete assignments on time. Include teammates from both genders as well as students with different personality characteristics. Such variety will bring different life experiences and different styles of thinking and learning strategies to your team, which can increase both its quality and versatility. Furthermore, choosing only your friends or classmates who have similar interests and lifestyles can often result in a learning group that is more likely to get off track and onto topics that have nothing to do with the learning task.

2. Keep your group size small (three to six classmates). Smaller groups allow for more face-to-face interaction and eye contact and less opportunity for any one individual to shirk his or her responsibility. Also, it's much easier for small groups to get together outside of class. Consider choosing an even number of teammates, so you can work in pairs in case the team decides to divide its work into separate parts for different members to work on.

3. Hold individual team members accountable for contributing to the learning of their teammates. Research on study groups at Harvard University

indicates that they are effective only if each member has done the required course work in advance of the group meeting. One way to ensure proper preparation is to ask each member to come to the group meeting prepared with specific information to share with teammates, as well as with questions on which they would like to receive help from the team. Another way to ensure that each teammate prepares properly for the meeting is to have individual members take on different roles or responsibilities. For example, each member could assume special responsibility for mastering a particular topic, section, or skill to be taught to the others.

This course may be the perfect place for you to form learning teams and to start putting principles of good teamwork into practice. The teamwork skills you build in this course can be applied to your future courses, particularly those which you find most difficult. What's more, national surveys of employers consistently show that being able to work effectively in teams is one of the most important and valued skills in today's work world.

Understanding the Text

A. True, False, or Impossible to Know? Read the statements below and write T (True) F, (False) or (Impossible to Know).

1. One of the main purposes of the reading is to encourage students to form learning teams.
2. In a recent study, virtually all Harvard University students said that joining a study team helped them be more successful.
3. According to the article, a team that includes men and women will probably be more effective than a team with only men.
4. To be successful, learning teams need a strong leader.
5. It's a good idea to form teams of people who have similar interests.
6. From the reading, you can infer that a team of five people is better than a team of six.

B. 1. Translate the following words and word combinations, use them in the context and make up your own examples.

1. academic achievement
2. to be crucial to
3. to team up with smb.
4. to pick up smth.
5. to agree on some points
6. to study for exams
7. to get off track
8. to have nothing to do with
9. to shirk one's responsibility
10. to put smth. into practice

2. Translate the following from Ukrainian into English

1. Подумайте, чи всі ви погоджуєтесь з точкою зору автора і який матеріал з кожного розділу варто підготувати з кожного розділу. 2. Можливо, саме цей курс стане для тебе відправною точкою у формуванні навчальних груп та початком втілення у життя принципів ефективної командної роботи. 3. Щоб поділитися своїми ідеями та порівняти їх, одразу ж після занять об'єднайтеся з іншими студентами у групи. 4. Більш того, відбір лише друзів та однокласників зі схожими інтересами та подібним способом життя часто може призвести до створення навчальної групи, яка ймовірно ухилиться від заданого напрямку і переключиться на теми, що не мають нічого спільного з навчальним завданням. 5. Останні інтерв'ю зі студентами Гарварду засвідчили, що майже кожен студент-старшокурсник, що був у складі навчальної групи, вважає такий досвід значущим для успіхів у навчанні. 6. Можливо, один з твоїх товаришів по команді зрозумів більше, ніж ти, чи навпаки. 7. Якщо студенти працюють у групах ефективно, то їхній досвід може стати потужним засобом удосконалення навчальних досягнень і отримання задоволення від процесу навчання. 8. Менші за розміром групи забезпечують тісне спілкування, зоровий контакт та надають можливості уникнути відповідальності.

3. *In your own words, make up the written summary of the text “Student Learning Team”.*

C. Work with a partner to answer the questions below.

1. The authors describe several learning team activities that can improve your academic performance. Which team activity would help you most? Which activity would help you least? Why?
2. The reading provides information on what you should do to form and maintain an effective study team. Make a list of three to five things you shouldn't do when putting together and maintaining a learning team.
3. The authors say that teamwork is one of the most valued skills in today's work world. Why do you think this is true?

Building Vocabulary

Learning team-related words and phrases.

When you learn one new word, you can often expand your vocabulary by using your dictionary to find related words and expressions.

A. Read the team-related words and phrases below. Use your dictionary to find the meaning of any words and phrases you don't know. Then add one or two more team-related words.

Team-Related Words and Phrases	
Verbs	Nouns
team up	Teammate
form a team	team work
be on a team	team approach

B. Choose a team-related word from the chart to complete the quotations below. In some cases there is more than one possible answer.

1. "I enjoy working with all five of my _____. Each one brings different skills and experiences to the group"
2. "We usually _____ after class to share notes and talk about the most important ideas that the professor mentioned."
3. "Some of my friends like to study on their own, but I prefer a _____ to studying for tests and working on research projects."
4. "My learning team was always getting off track, so we decided to choose a _____ to organize and coordinate our meetings."
5. "I know that I'll be able to apply the _____ skills I learn in this course to my first job after college"
6. "I'm really glad that my professor asked three of my classmates and me _____. My grades have really improved after only a month of studying together."

Language Focus

Understanding Subject Gerunds.

A gerund or gerund phrase can be the subject of a sentence. We often use subject gerunds to state our opinions or to make our writing more persuasive. Subject gerunds always take a singular verb. *e.g. Collaborating with your peers can improve your academic performance. Having your team visit the instructor is an effective team learning strategy.*

A. Change the verb in boldface to a Gerund. Then rewrite each of the sentences below so that it begins with a Subject Gerund.

*Example: It's relatively easy for small groups of students to **get** together outside of class. – **Getting** together outside of class is relatively easy for small groups of students.*

1. An important thing to remember when forming a team is to **find** fellow students who are bright and motivated. _____.

2. An effective way to divide the work on a large research project is to **form** library research teams. _____.

3. If you are shy, it may be easier to **see** an instructor in the company of other students.
_____.

4. It's every team member's responsibility to **make** sure each individual does his or her work. _____.

5. It's a good idea to **team** up with other students before an exam to review lecture notes. _____.

B. Complete the sentences below with your own ideas. Then, share your work with a partner.

1. Being part of a learning team _____.

2. Working with students I don't know _____.

3. Studying at an American university _____.

4. Becoming a fluent speaker of English _____.

5. Falling in love _____.

6. Having children _____.

C. Translate the following sentences from Ukrainian into English using the Subject Gerund.

1. Кажучи правду, про читання книжок у метро не може бути й мови.

2. Чому ти не плаваєш? – Сестра сказала, що купатися в озері заборонено ще з минулого року.

3. Якби Том був безвідповідальним, просити його про допомогу було б марно.

4. Кажуть, нерозумно сперечатися через дрібниці, але моя дружина завжди губить ключі від квартири і машини, а я маю їх шукати чи замовляти нові.

5. Говорити – одне справа, а діяти – зовсім інша.

6. Корисно приймати холодний душ зранку, чи не так? – Звичайно! У здоровому тілі – здоровий дух.

7. Колись колекціонувати одяг і прикраси для ляльок було її хобі. Тепер Сандра – відома дизайнерка одягу і власниця будинку моди на сонячному узбережжі Франції.

8. Чи варто було дивитися фільм «Віднесені вітром»? – Без сумніву, так.

9. Навчання у Великобританії надасть вам можливість оволодіти англійською мовою, познайомитися з історією і культурою країни та з'їздити у тур по визначним місцям Лондона.

10. Марно змушувати студентів готуватися до занять, якщо вони не поважають ні себе, ні викладачів.

Reading Skills

Skimming

When you skim a reading selection, you read it quickly to learn about its content and organization. You don't read every word. Instead, your eyes move very quickly over the selection, trying to find general information (e.g., the topic of a reading).

A. Read the two questions below. Then, take one minute to skim the reading below for the answers. Discuss your answers with a partner.

1. What is the topic of the following reading selection? _____.

2. Who is the audience for this reading? _____.

Getting Ready for the Message

from Your College Experience

Listening in class is not like listening to a TV program, listening to a friend, or even listening to a speaker at a meeting. The difference, of course, is that what is said in class is vital to your success in the class. Knowing how to listen can help you get more out of what you hear, understand better what you have heard, and save you time in the process. Here are eight strategies that will help you be a more effective listener in class:

1. Be ready for the message. Prepare yourself to hear, to listen, and to receive the message.

2. Listen to the main concepts and central ideas, not just to facts and figures. Although facts are important, they will be easier to remember when you place them in a context of concepts, themes, and ideas.

3. Listen for new ideas. Even if you are an expert on the topic, you can still learn something new. Assuming you have "already heard all this before" means that your mind will be closed to any new information.

4. Really hear what is said. Hearing "sounds" is not the same as hearing the intended message. Listening involves hearing what the speaker wants you to receive, to understand, and to learn.

5. Repeat mentally. Words that you hear can go in one ear and out the other unless you make an effort to retain them. Think about what you hear and make an active effort to retain it by repeating it silently to yourself.

6. Think. Decide whether you think what you have heard is important. Reflect on the new information.

7. Ask questions. If you did not hear or understand what was said, raise your hand! Now is the time to clarify things. Typically, one student will ask a question that many students in the room are wondering about.

8. Sort, organize, and categorize. When you listen, try to match what you are hearing with your previous knowledge. Take an active role in deciding how you want to recall what you are learning.

B. Now, share your answers with a partner. Was it difficult to answer the two questions in A above in only one minute? How can skimming help you become a more effective reader?

Discussion and Writing

Great discoveries and improvements involve the cooperation of many minds.

Alexander Graham Bell, Scottish inventor (1847-1922)

The total is often greater than the sum of the parts

American expression

When spiderwebs unite, they can tie up a lion

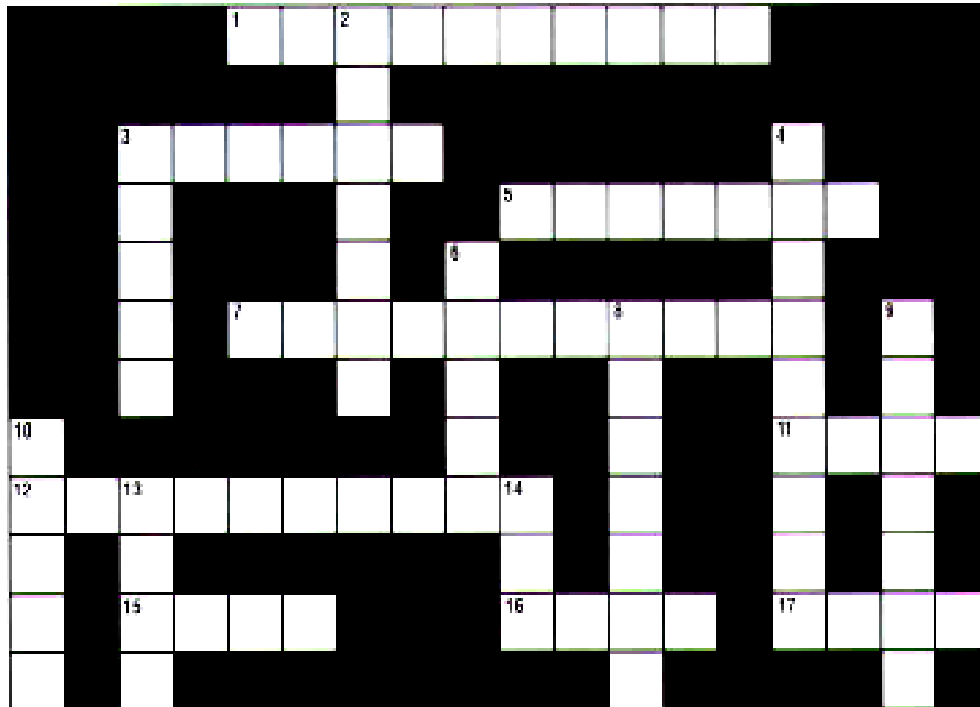
Ethiopian proverb

1. What do the quotations above mean to you? How does each one relate to ideas in this chapter?

2. Forming a student learning team is one effective way to improve your academics success. What are some other things you can do to improve your academic performance? Form a learning team in this class with a small group of students. Follow as many of the suggestions in this chapter as possible. After one month, tell

your classmates about the advantages and disadvantages of working on a learning team.

Crossword Puzzle



Use words from the reading to complete the crossword puzzle.

Across:

- 1 We sometimes call a teacher an _____. (line 2)
- 3 It's important to _____ classes regularly.
- 5 Another word for *fear* is _____. (line 23)
- 7 The word _____ means *in addition*. (line 53)
- 11 The opposite of *false* is _____.
- 12 The plural form of *activity* is _____.
- 15 The word _____ is similar in meaning to 7 across.
- 16 my, _____, his, her, our
- 17 Another word for a *test* is an _____.

Down:

- 2 Students in their last year of high school or university are called _____.
- 3 The opposite of *before* is _____.
- 4 An _____ person listens very carefully. (line 46)
- 6 The past tense of *choose* is _____.
- 8 The _____ score on most tests is 100. (line 37)
- 9 A word for *very important* is _____, (line 8)
- 10 The opposite of *minor* is _____.
- 13 A group of people working together is called a _____. (line 11)
- 14 A _____ person doesn't feel comfortable meeting new people.

Culture and Language Notes

Harvard University Harvard University is the oldest University in North America. Founded in 1636, Harvard is a private university located in Cambridge, Massachusetts near Boston. There are about 18,000 undergraduate and graduate students at Harvard and 2,000 faculty members. John R Kennedy and five other United States presidents were Harvard University graduates, and more than thirty Members of its faculty have been Nobel Prize winners.

senior Seniors are students in their final year of high school or college. First-year students are called freshmen, second-year students are sophomores, and students in their third year of high school or college are seniors.

learning team A learning team, also called a study group, is a group of students that meets on a regular basis to talk about class readings, study for exams, and do other things to improve the students grades. Research has shown that students who study together outside of class often do better than students who only study on their own.

highlighting and margin notes Highlighting and margin notes are two ways to help you record and remember important information when you read. You highlight by using a colored pen to mark the important words, sentences or paragraphs that you want to remember and review later. You write margin notes next to important ideas in the book you are reading. (The margin is the white space on the page.). Your margin notes could be of various types: general reactions to the reading (e.g., Great idea!); connections between the reading and your own life (e.g., This city sounds like the place where I grew up.); questions about the reading (e.g., What is the main idea here?). Writing margin notes helps you read more actively and effectively.

office hours Most professors in American universities hold office hours every week to help students with any questions they have. Professors usually set aside three to four hours at the same time each week for their office hours. Students usually do not need to make an appointment to visit their professors during office hours; they can simply stop by.

national survey A national survey is used to find out public opinion on a particular issue. There are professional groups and companies that take national surveys. They ask hundreds or thousands of people the same set of questions and then report the results. Many businesses use national surveys to see how popular or effective, their products are. During election campaigns, national surveys are often used to show how popular the different candidates are, or how the voters feel about specific political issues.



READING III

*Culture is everything.
Culture is the way we dress,
the way we carry our heads, the way we walk,
the way we tie our ties.
Aime Zesair, French writer.*

Before You Read

1. "Culture shock" is a popular term used to talk about how people react when they are in foreign places. What do you think it means?
2. Read the title of the article and then take one minute to skim it. What do you think the article will be about? Share your ideas with a partner.
3. In this reading, an Australian student compares life in Australia with life in the United States. As you read, take notes in the chart below on some of the differences this student talks about.

TOPIC	AUSTRALIA	THE UNITED STATES
1. Driving	<i>Less traffic than in the US: steering wheel on right side</i>	<i>Crazy drivers: more traffic than in Australia</i>

2. Pace of life		
3. Drinking alcohol		
4. Relationships between professors and students.		

CULTURE SHOCK

(by Bob Weinstein from The Boston Globe)

Saying Tamara Blackmore experienced culture shock when she arrived here last September is an understatement. It was more like culture trauma for this adventurous student who left Melbourne's Monash University to spend her junior year at Boston College (BC). Blackmore, 20, was joined at BC by 50 other exchange students from around the world. Like the thousands of exchange students who enroll in American colleges each year, Blackmore discovered firsthand there is a sea of difference between reading about and experiencing America firsthand. She felt the difference as soon as she stepped off the plane.

As soon as she landed in Boston, Blackmore could feel the tension in the air. She was about to taste a lifestyle far more hectic than the one she left. "Driving in Boston is crazy," says Blackmore. "It took me a while to get used to the roads and the driving style here. I was always afraid someone was going to hit me. It was particularly tricky since the steering wheel was on the wrong side of the car. In Australia, it's on the right side." Beyond the cars and traffic jams, Blackmore said it took a while to get used to so many people in one place, all of whom seemed like they were moving at warp speeds. There are only 18 million people in Australia spread out over entire country" she says, "compared to more than six million people in the state of Massachusetts alone. We don't have the kind of congestion you have in Boston. There is a whole different perception of space."The pressing problem for Blackmore was making a quick adjustment to the American lifestyle

that felt like it was run by a stopwatch. For this easygoing Australian, Americans seemed like perpetual-motion machines. "Americans are very time-oriented," Blackmore says.

Everything is done according to a schedule. They're always busy, which made me feel guilty about wanting to just sit around and occasionally watch television. Australians, on the other hand, value their leisure time. The pace there is a lot slower because we don't feel the need to always be busy. It's not that Australians are lazy; it's just that they have a different concept of how time should be spent. Back home, I used to spend a lot more time just talking to my friends." It didn't take long for Blackmore to adjust to American rhythms. "I felt the pressure to work harder and do more because everyone was running around doing so much," she says. When BC students weren't huddled over books, Blackmore found it odd that they were compulsively jogging, running, biking, or doing aerobics in order to be thin. "Compared to home, the girls here are very skinny," she says. "Before I got here, I heard a lot of stories about the pressure to be thin and that many young American women have eating disorders. I'll go out with a friend and just tuck into a good meal and have a good time, whereas an American girl would just pick at her food."

When it comes to drinking, Blackmore says Australians have a lot more freedom. "We're more casual about drinking at home," she says, "whereas there are many rules and regulations attached to when and where you can drink in the United States," not to mention a legal drinking age of 21 compared with Australia's legal drinking age of 18. But it's BC's laid-back and friendly learning environment that sets it apart from her Melbourne college experience. "Generally speaking, learning facilities are a lot better in Boston," she says. "In Australia, students and teachers have little contact outside the classroom. It's a formal and depersonalized relationship. College is a place you go for a few hours every day and then go home'. Your social life and school life are separate."It's just the opposite at BC, according to Blackmore. "BC students and faculty are like one big happy family," she says. "There is a real sense of team spirit. It's like we're all in this together.

Going to school here is a lifestyle, whereas at home we're just a number. We attend school to get a degree so we can graduate, get a job, and get on with our lives.

Another pleasant shocker was the close and open relationships American students enjoy with their teachers. It's a sharp contrast to Australia, where college students keep discreet but respectful distance from their teachers. "I was surprised when I learned students go out to dinner with their lecturers," she says. "We just don't do that back home. Professors deal with hundreds of students and you're lucky if they remember your name." When Blackmore returns to Australia at the end of the school year, she'll have plenty of memories, most of them good ones. BC, like most American colleges, has gone out of its way to create a memorable experience for Blackmore and its other exchange students.

Understanding the Text

A. Multiple choice. For each item below, circle two answers that best complete each statement.

1. The purpose of the reading is to _____
 - a. demonstrate that Americans study hard and exercise a lot
 - b. show one student's thoughts on cultural differences between Australia and the United States
 - c. point out some ways in which foreigners experience culture shock in the United States
 - d. argue that everyone should spend a year as a foreign exchange student
2. Tamara Blackmore says that _____ Australia.
 - a. students and teachers sometimes become good friends
 - b. students make a clear separation between their academic and social lives
 - c. professors often do not know their students' names
 - d. universities are not as good
3. Blackmore says that American professors _____ their students.
 - a. have dinner with
 - b. enjoy warm relationships with

- c. jog, run, and bike with
 - d. are smarter than
4. When it comes to drinking alcohol, Blackmore feels that _____
- a. there are stricter rules in America than in Australia
 - b. the drinking age in Australia is too low
 - c. Americans drink more than Australians
 - d. Australians are more relaxed about alcohol than Americans
5. Blackmore would probably agree that _____
- a. Americans are better drivers than Australians
 - b. American professors take a greater interest in their students than Australian professors
 - c. Australians are more relaxed than Americans
 - d. American women enjoy good food more than Australian women
6. The overall tone of the reading is _____
- a. humorous
 - b. thoughtful
 - c. upsetting
 - d. informative

B. 1. Translate the following words and word combinations, use them in the context and make up your own examples.

- 1. to experience culture shock
- 2. to spend one's junior year
- 3. to enroll in a college
- 4. to taste a lifestyle
- 5. to make a quick adjustment / to adjust to smth.
- 6. to be huddled over books
- 7. to tuck into a good meal
- 8. to get on with smb.
- 9. to keep distance from
- 10. to have plenty of memories

2. Translate the following from Ukrainian into English

1. Вона майже почала смакувати несамовите життя, яке так сильно відрізнялося від того, що вона полишила. 2. «Я піду з хлопцем на побачення, буду уплітати щось смачненьке і чудово проведу час, тоді як американка, просто б поколупалася в тарілці». 3. Сказати, що Тамара Блекмор пережила культурний шок, коли приїхала сюди у вересні минулого року, – це нічого не сказати. 4. На відміну від Австралії студенти коледжу у Бостоні тримаються на чималій відстані від викладачів, але ставляться до них з повагою. 5. Швидко адаптуватися до американського стилю життя за секундоміром, було проблемою, що тяжіла над Блекмор. 6. Як і тисячі студентів за обміном, які кожного року вступають до американських коледжів, Блекмор переконалася на власному досвіді, що існує безліч відмінностей між тим, що вона читала про Америку і реальністю. 7. Для студентки-відчайдухи, яка залишила університет Монаш у Мельбурні для навчання на першому курсі у Бостонському коледжі, це було більше схоже на культурну травму. 8. У Блекмор викликав здивування той факт, що якщо студенти коледжу у Бостоні не просиджували за книжками, то вони обов'язково бігали підцюзцем, ганяли, їздили на велосипедах чи займалися аеробікою для того, щоб бути стрункими. 9. Коли Блекмор повернеться до Австралії у кінці навчального року, то у неї буде чимало спогадів, більшість з яких приємні. 10. Ми навчаємося у школі для того, щоб отримати атестат і потім мати змогу закінчити університет, знайти роботу і влаштуватися у житті.

3. In your own words, make up the written summary of the text “Culture Shock”.

C. Work with a partner to answer the questions below.

1. Tell your partner about three differences Tamara sees between life in Australia and the United States.

"Tamara says that the drivers in Boston are crazy. She points out that there is more traffic congestion in Boston than in Australia. Also, Tamara mentions that the steering wheel is on the right side of the car in Australia, but on the wrong side

in the United States. *She means that the steering wheel is on the left side in American cars.*"

2. Tamara noticed many cultural differences between Australia and the United States. Which cultural differences do you think were relatively easy for Tamara to get used to? Which ones do you think were difficult? Why?
3. From what Tamara says, do you think that university life in your country is more similar to university life in Australia or the United States? Why?

Building Vocabulary

Learning new expressions

When you see a new expression, pay careful attention to the sentence you find it in. The sentence can give you clues about the meaning of the expression and help you remember it.

A. In the chart below are five expressions with feel that are used in the reading. Below each expression write the sentence in which it appears in the reading.

1. feel the difference_____.
2. feel the tension_____.
3. feel like_____.
4. feel guilty_____.
5. feel the pressure_____.

B. Discuss your answers to the following questions with a partner.

1. When was the last time you felt the tension in the air? Where were you? What was happening?
2. Which of the following situations would make you feel the guiltiest? Why?
 - a. lying to your mother or father
 - b. forgetting a friend's birthday
 - c. borrowing something and accidentally breaking it

Language Focus

Comparing used to, get used to, and be used to

Used to/Be used to/Get used to/would

1. We use **used to + infinitive** to refer to past habits or states. In such cases **used to** can be replaced by **the Past Simple** with no difference in meaning.

e.g. Back home, I **used to** spend a lot more time just talking to my friends. (I don't any more).

2. We use **the Past Simple**, and **not used to**, in the following cases:

a) to refer to an action which happened at a definite time in the past.

e.g. I **drove** to work yesterday. (**NOT I used to** drive to work yesterday)

b) to say how many times an action happened at a definite time in the past.

e.g. I **went** to the cinema four times last month. (**NOT I used to** go to the cinema four times last month).

3. We use **would/used to** for repeated actions or routines in the past.

e.g. We **would/used to** eat out on Sundays.

We do **not** use **would** with state verbs

e.g. a) They **used to live** in London. (**NOT They would** live in London – state)

b) I **used to** have a pet dog. (**NOT I would have** a pet dog)

4. **Be used to + noun/pronoun/-ing form** = be accustomed to, be in the habit.

e.g. a) For six months, Tamara had a difficult time adjusting to American customs.

Now she **is used to living** in the United States. (present)

b) I don't mind walking. I **am used to it**. (present)

c) She **wasn't used to living** in the country. (past)

5. **Get used to + noun/pronoun/-ing form** = become accustomed to.

e.g. a) It took me a while to **get used to the roads and the driving style** in Boston.

b) I **am getting used to the weather**. (present)

c) He didn't like using the computer at first, but he **got used to it**. (past)

c) She **will soon get used to wearing** contact lenses. (future)

A. Read the sentences. Then write if each statement that follows is T (True) or F (False).

1. It took a while for Tamara *to get used to living* in a big city like Boston.

When Tamara first moved to Boston, she wasn't comfortable living there. _____

2. Ellen *used to believe* in love at first sight.

Ellen doesn't believe in love at first sight now. _____

3. When Alice was a child, she *used to visit* her grandparents every summer.

As a child, Alice seldom visited her grandparents in the summer. _____

4. John has had his own apartment for five years, so he is used to living alone.

John is accustomed to living alone. _____

5. Though I lived in Mexico for many years, I never got used to the spicy food.

These days, the speaker enjoys spicy food. _____

B. Choose the correct answer.

1. Sharon looks different now, doesn't she?

Yes. She _____ to have long dark hair, didn't she?

A. is used

B. used

C. would

2. I have never driven an automatic car before.

You will soon _____ to it.

A. get used

B. be used

C. used

3. How is Sarah?

She is fine. She _____ to life in the countryside.

A. got used

B. used

C. is getting used

4. Have you always worked as a nurse?

No. I _____ a childminder.

A. was used to being

B. used to be

C. am used to being

5. Do you remember when we were little?

Yes. Dad _____ always read us a bedtime story.

A. was used to

B. would

C. got used to

6. Aren't you tired?

No. I _____ to walking long distances.

A. am used B. got used C. used

7. Jane had trouble with her job at first.

Yes. She _____ to working on her own.

A. used B. got used C. wasn't used

8. Did you find your degree course difficult?

Yes, but I soon _____ to it.

A. used B. got used C. was used

9. Do you remember Uncle Danny?

Yes. He _____ always bring us presents.

A. would B. was used C. used

10. Why are you so nervous?

Because I _____ to getting up early in the morning.

A. am used B. used C. am not used

C. Translate the following sentences from Ukrainian into English using used to, get used to, and be used to.

1. Хоча мій друг Тед і прожив у місті 3 роки, він ще не звик до громадського транспорту, тому їздить містом на велосипеді.

2. У дитинстві Білл мав звичку їсти гамбургери та пити колу, а зараз він надає перевагу здоровому способу життя.

3. Коли ми були маленькими, мама завжди готувала смачнющий сніданок. Я все ще відчуваю смак млинців і запах какао.

4. Барбара не звикла важко працювати, але після розлучення їй довелося працювати вдень і вночі, щоб зводити кінці з кінцями.

5. Твій брат часто тренується зараз? – Ні, він займався багато, коли навчався в школі.

6. Саймон ніколи не жив у країні з тропічним кліматом, але він швидко звик до спеки.

7. Коли ми були дітьми, ми більше посміхалися, ніж тепер.

8. Хто знає хоча б одну людину, яка може звикнути жити без кохання, радості та позитивних емоцій?

9. Чому ти така засмучена? На твоєму місці я б звикала думати позитивно.

10. Хіба ти не звикла їздити до бабусі кожного літа? – Так, я з нетерпінням чекала на кожну поїздку.

D. Write down three things that you used to do, three things that are hard to get used to, and three things that you are used to on your own. Share your answers with a partner.

Reading Skills

Understanding the difference between topic and main idea

A topic is the subject or general idea of a piece of writing. A main idea is the writer's message about the topic. Typically, writers organize their writing around one or two main ideas.

Example from Chapter 2

Topic: Student learning teams

Main idea: Forming a learning team can improve your academic performance.

A. Topic and main idea of a paragraph. Read the paragraph below and find the topic and main idea. Discuss your answers with a partner.

Many visitors to the United States think that Americans take their exercise and free time activities too seriously. Americans often schedule their recreation as if they were scheduling business appointments. They go jogging every day at the same time, play tennis two or three times a week, or swim every Thursday. Foreigners often think that this kind of recreation sounds more like work than relaxation. For many Americans, however, their recreational activities are relaxing and enjoyable, or at least worthwhile, because they contribute to health and physical fitness.

–adapted from *American Ways;*
A Guide for Foreigners in the United States

1. The topic of this paragraph is:
 - a. Health and fitness
 - b. Popular recreational activities in the United States
 - c. The Americana approach to recreation
2. The main idea of this paragraph is:
 - a. Jogging, tennis, and swimming are popular American sports.
 - b. There are many effective ways to exercise well and stay healthy.
 - c. Americans enjoy their structured and organized approach to recreation.

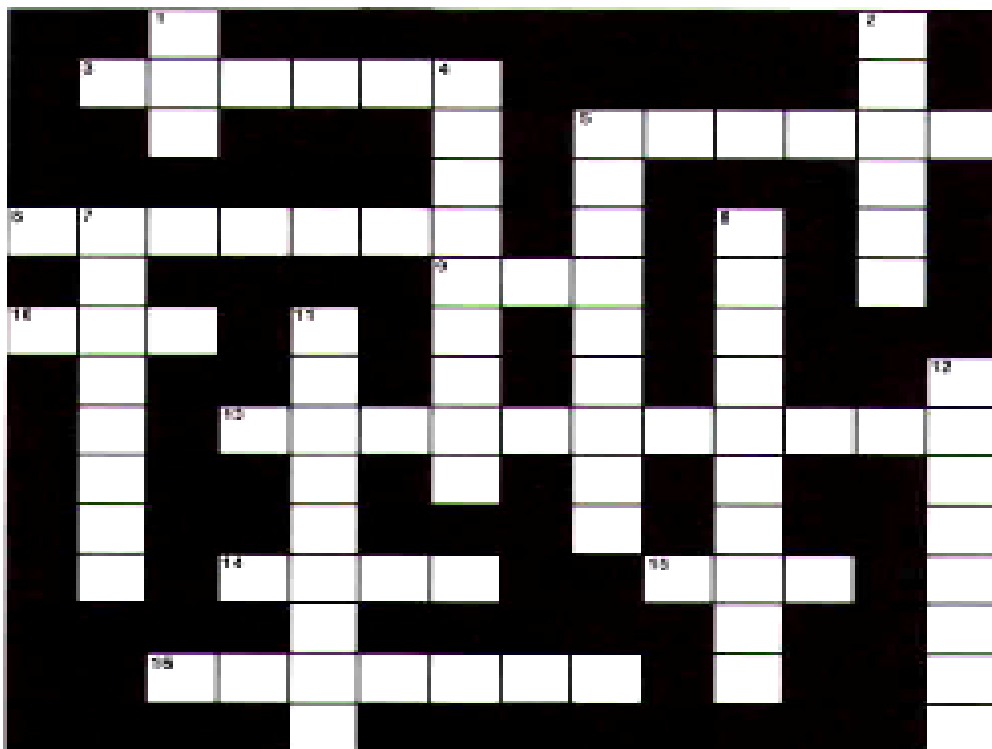
B. Topic and main idea of a longer selection. Look back at the text and find the topic and main idea. Discuss your answers with a partner.

1. The topic of the reading is:
 - a. Experiencing culture shock in the United States
 - b. The definition and theory of culture shock
 - c. Social life at Boston College
2. The main idea of the reading is:
 - a. There are many cultural differences between life in Australia and life in the United States.
 - b. Everyone experiences culture shock when they move from one country to another.
 - c. Students at Boston College are very time-oriented because they have a lot to do.

Discussion and Writing

1. Based on Tamara Blackmore's comments in the reading, would you rather study for a year in Australia or the United States? Why? Make a list of adjectives comparing American and Australian lifestyles.
2. Imagine that Tamara was coming to your country to study for a year. What advice would you give her? What would you tell her about the food, the students, the professors, and other aspects of university life in your country?
3. Have you ever experienced culture shock? Describe your experience. Which country were you in? How long were you there? What are your most positive and negative memories of the experience?
4. Think of a country where you would like to study or work for six months to a year. What would you do to prepare for living in this country? Make a list of five questions you have about life in this country and research the answers to these questions.

Crossword Puzzle



Use words from the reading to complete the crossword puzzle.

Across:

- 3 The opposite of *formal* is ____.
- 5 A *very thin* person can be described as ____ . (line 40)
- 6 Your free time is also called your ____ time. (line 31)
- 9 When you get tired of standing, you can ____ in a chair.
- 10 In the United States, the legal drinking ____ is 21.
- 13 ____ means work together with one or more people. (Ch. 2, line 10)
- 14 Before an airplane can ____, the pilot must put the wheels down.
- 15 The opposite of *little* is ____.
- 16 The teaching staff at a university is called the ____ . (line 59)

Down:

- 1 The past form of *am* is ____.
- 2 Your third year in high school or university is called your ____ year. (line 4)
- 4 The way you live is called your ____ . (line 12)
- 5 The ninth month in a year is called ____.
- 7 In Australia you can drink alcohol when you are ____ years old.
- 8 A person from Australia is an ____.
- 11 A handheld instrument used to time something is called a ____ . (line 25)
- 12 According to Blackmore, social life and school life in Australia are ____ . (line 57)

Culture and Language Notes

culture shock "Culture shock" is the feeling some people experience when they travel to a new country or part of the world for the first time. Sometimes the food, style of dress, and other aspects of life in a new country are so different that people have a hard time adjusting to this new way of life. Culture shock can last for days, weeks, or even months.

Melbourne Melbourne is the capital of Victoria, a state in the south eastern part of Australia. There are roughly 3,300,000 people in Melbourne, the second largest city in Australia after Sydney. Melbourne was established by English settlers in 1835, and is the youngest city of its size in the world. It is a busy trade and manufacturing center that has attracted immigrants from many countries, including Greece, Italy, Poland, Turkey, China, Cambodia, and Vietnam.

Boston College Boston College (BC) is a major university located just outside Boston in Chestnut Hill, Massachusetts founded in 1863. BC is one of the oldest and largest Catholic universities in the United States, with 8,700 undergraduates and 4,500 graduate students. In 1999, there were students from 85 different countries at BC.

exchange students Exchange students go to schools or universities outside of their home countries. Each year, more than 1,200,000 students around the world leave their home countries to study abroad. Roughly 470,000 international students each year come to study in the United States, while about 70,000 Americans study abroad each year. Many American colleges and universities recruit foreign students to study in their undergraduate and graduate programs. Foreign students bring an international perspective to campuses, teaching Americans about other countries and cultures.

Boston Boston is the capital of the state of Massachusetts about 200 miles north of New York City on the Atlantic Ocean. About 550,000 people live in the city itself, and about 2,500,000 live in the surrounding suburbs. Boston is one of the oldest and most historically important cities in North America, and was founded in 1630. The Revolutionary War between the American colonies and England began near Boston in 1775. Boston is known for its fine universities, beautiful architecture, and delicious seafood.

Australia Australia is the smallest continent on the planet and also one of the largest countries. It is located south of Asia between the Indian and Pacific Oceans. Australia's capital is Canberra, and the largest cities are Sydney, Melbourne, Brisbane, and Perth. The population of Australia is roughly 18,000,000 people, with 85% living in cities. The koala bear, kangaroo, and several other Australian animals are not found anywhere else in the world.

Massachusetts Massachusetts is a state located on the Atlantic Ocean northeast of New York City. It was one of the thirteen original American colonies. These colonies got their independence from England in 1783 when they became the United States of America. Today, more than 6,000,000 people live in Massachusetts. Roughly half the population lives in and around the capital city of Boston.

eating disorders An eating disorder is a medical condition caused by the intense fear of being overweight. A person with an eating disorder uses dangerous methods to stay thin, including starvation or abuse of diet pills. This behavior can

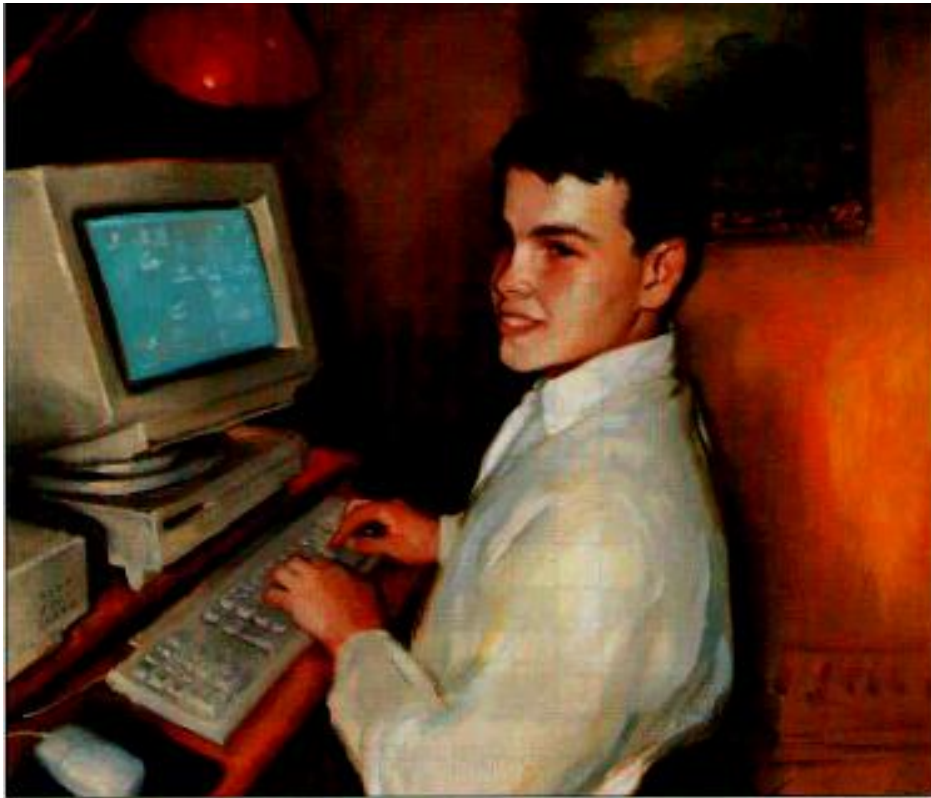


result in serious health problems. Some researchers believe that 20 percent of all American women in high school and college have shown symptoms of an eating disorder at some time.

legal drinking age of 21 in the United States, the legal drinking age is 21, which means you must be 21 years old to buy alcoholic drinks. The legal drinking age is 21 in some other countries, including Korea, Malaysia, and the Ukraine. In Brazil, Hong Kong, the United Kingdom, and most other countries around the world, however, the drinking age is 18. The legal drinking age in Canada is 19, and in Japan it is 20. In France, Spain, and several other European countries, people may drink alcohol when they are 16.

Map 3 Eastern United States





READING IV

*“The same person cannot be skilled in everything;
each has his special excellence”.*
Euripides, Greek playwright (485-406 BC)

Before You Read

1. Read the title of the article and then take one minute to skim it. What do you think the article will be about? Share your ideas with a partner.
2. There are many computer-related words in the article. Before you read the article, answer the questions with a partner.
 - a. *a laptop* is an example of computer hardware. So is a mainframe. What other examples of computer hardware can you think of?
 - b. Describe what these computer parts are for *screen, keyboard, mouse*.
 - c. What types of computer software have you used?
 - d. a *network* is a group of connected computers. What do you think the advantages of a computer network are?

3. Read the first paragraph of the article. What would you like to find out about Suleyman Gokyigit? Write three questions. Then read the article to find the answers to your questions.

Example: What does he do on computers?

1. _____.

2. _____.

3. _____.

A YOUNG, BLIND WHIZ ON COMPUTERS

by Tom Petzinger

from The Wall Street Journal

Sometimes, a perceived disability turns out to be an asset on the job. Though he is only 18 years old and blind, Suleyman Gokyigit (pronounced gok-yi-it) is among the top computer technicians and programmers at InteliData Technologies Corp., a large software company with several offices across the United States. "After a merger last October, two disparate computer networks were driving us crazy," recalls Douglas Braun, an InteliData vice president. "We couldn't even send e-mail to each other." In three weeks, Mr. Gokyigit, a University of Toledo sophomore who works part-time at InteliData's office in the city, created the software needed to integrate the two networks. "None of the company's 350 other employees could have done the job in three months," says Mr. Braun. "Suleyman can literally 'see' into the heart of the computer." Mr. Gokyigit's gift, as Mr. Braun calls it, is an unusual ability to conceptualize the innards of a machine. "The computer permits me to reach out into the world and do almost anything I want to do," says Mr. Gokyigit, who is a computer science engineering major with straight As.

Like most blind people who work with computers, Mr. Gokyigit uses a voice synthesizer that reads the video display on his monitor in a mechanical voice. Devices that produce Braille screen displays are also available, but Mr. Gokyigit says they "waste time." Instead, he depends on memory. Turning the synthesizer to top speed, he remembers almost everything he hears, at least until a project is

completed. While the synthesizer talks, Mr. Gokyigit mentally "maps" the computer screen with numbered coordinates (such as three across, two down) and memorizes the location of each icon on the grid so he can call up files with his mouse. The young programmer is also at home with hardware, thanks partly to a highly developed sense of touch. Mitzi Nowakowski, an office manager at InteliData, recalls how he easily disconnected and reconnected their computer systems during a move last year. "Through feel, Suleyman can locate connectors, pins and wires much faster than most other people with sight," she says. Several months ago, on a trip to San Francisco, Mr. Braun had difficulty accessing the company's mainframe using his laptop. He needed specific numbers to get into four InteliData files. Instead of asking someone to manually search a thick logbook of computer addresses, he called Mr. Gokyigit, who had committed the logbook to memory and produced the proper numbers "in ten seconds," Mr. Braun says.

Much of the student programmer's speed comes from his ability to block out distractions while at the computer. When typing, he listens intently to the synthesizer. His long, thin fingers fly over. "Nothing seems to shake his concentration," says Mrs. Nowakowski, his immediate boss. Mr. Gokyigit is the only company employee on call 24 hours a day. "We consider him our top troubleshooter," says Mr. Braun.

Understanding the Text

A. Read the statements about Suleyman Gokyigit and write T (True) or F (False). Then correct the statements that are not true.

1. He uses a Braille screen display to read the video display on his computer monitor.
2. He is in his second year at the university and he is majoring in computer science engineering.
3. He is an excellent student.
4. He is on call twelve hours a day.

5. He was able to help the vice-president locate a computer address because he keeps all the addresses in his logbook.

6. He can solve both hardware and software problems.

B. 1. Translate the following words and word combinations, use them in the context and make up your own examples.

1. a whiz

2. to drive smb. crazy

3. to create software

4. to do the job

5. to reach out into

6. to be available

7. to depend on

8. to be on a trip

9. to be on call

10. a troubleshooter

2. Translate the following from Ukrainian into English.

1. «Після об'єднання у жовтні минулого року дві комп'ютерні мережі зводять нас з розуму», – згадує Дуглас Браун, віце-президент компанії ІнтеліДата. 2. Містер Гокіт – єдиний співробітник компанії, що перебуває на зв'язку 24 години на добу. 3. Замість цього він покладається на пам'ять. 4. «Жоден із 350 співробітників не зміг би виконати роботу за три місяці», – каже містер Браун. 5. «Комп'ютер надає мені можливість доторкнутися до світу і займатися тим, чим мені хочеться», – розповідає містер Гокіт, інженер з комп'ютерних мереж, відмінник навчання. 6. Через три тижні містер Гокіт, студент-другокурсник університету Толедо, який працює неповний робочий день у міському офісі компанії ІнтеліДата, створив програмне забезпечення, необхідне для об'єднання двох мереж. 7. Декілька місяців тому у містера Брауна, що перебував у відрядженні до Сан-Франциско, виникли труднощі з доступом до головного комп'ютера компанії через ноутбук. 8. Пристрої, за допомогою яких виготовляють екрани Брайля, також доступні, але містер

Гокїт вважає марним витратити на них час. 9. «Ми вважаємо його незамінним радником з усунення технічних несправностей», – каже містер Браун. 10. Стаття під назвою «Сліпий комп'ютерний геній» була опублікована у провідному бізнес виданні «Вол Стріт Джорнал» у Сполучених Штатах.

3. In your own words, make up the written summary of the text “A Young, Blind Whiz on Computers”.

C. Choose three adjectives to describe Suleyman Gokyigit. Then tell why you chose each word.

<i>Adjectives</i>	<i>Reasons</i>
1.	
2.	
3.	

1. What are Suleyman's talents and abilities?
2. What can Suleyman do better than those with sight?
3. In addition to computer programming, what jobs do you think Suleyman would be good at? Why?

Building Vocabulary. Compound nouns: noun + noun

The names for some things are made up of two nouns. The first noun is usually singular even when the second noun is plural.

mousepad computer programs voice-synthesizers

A. Create a compound noun using two nouns from the box below to complete each sentence. The compound noun might be one word, two words, or hyphenated.

office	Work	Synthesizer	programmer
book	Top	Computer	manager
video	Net	Lap	log

1. Many computers connected to each other are called a computer_____.

2. A _____ - _____ reads a video display in a mechanical voice.
3. Mitzi Nowakowski's job at IntelliData is _____.
4. New software is created each day by _____.
5. A _____ is a portable computer sometimes only the size of a book.
6. Suleyman had committed IntelliData's thick _____ full of computer addresses to memory.

B. Find a compound noun in the article to complete each sentence below.

1. You need a _____ to type words into a computer.
2. Because Suleyman is so skilled at locating problem and solving them, he is respected as the company's number one _____.
3. Suleyman's major at the University of Toledo is _____ engineering.
4. Suleyman is considered among the best _____ and programmers at his company.
5. Although Braille _____ are available, Suleyman prefers to use a voice-synthesizer.

Language Focus

Reduced Clauses

We often shorten a clause with the pronouns who which or that when followed by the verbs is, are, was and were. Simply omit the pronoun and the verb to be.

Milzi Nowakowski, who is an office manager at IntelliData, works with Mr. Gokyigit. = Milzi Nowakowski, an office manager at IntelliData, works with Mr. Gokyigit.

Gokyigit prefers the voice-synthesizer to the Braille screen displays that are used to help the blind read with their fingertips. = Gokyigit prefers the voice-

synthesizer to the Braille screen displays used to help the blind read with their fingertips.

A. Underline the words to create a reduced clause. The first one is done for you.

1. Suleyman Gokyigit is one of the top computer technicians at InteliData Technologies Corp., which is large software company.
2. InteliData, which is an American company, has about 350 employees.
3. Mr. Gokyigit, who is a University of Toledo sophomore, works part-time at InteliData's office in the city.
4. Two computer networks that were developed for disparate systems drove the managers of InteliData crazy.
5. "After a merger last October, two disparate computer networks were driving us crazy," recalls Douglas Braun, who is an InteliData vice president.
6. "The computer permits me to reach out into the world and do almost anything I want to do," says Mr. Gokyigit, who is computer science engineering major.

B. Translate the following from Ukrainian into English.

1. Джек, батько першокурсника, не розуміє, чому підручники, опубліковані минулого року, такі дорогі.
2. Сальвадор Далі, видатний іспанський художник, захоплювався також скульптурою, модою та фотографією.
3. Інформація про 5-тизірковий готель, подана у буклеті, неправдива.
4. Коко Шанель, неймовірна французька дизайнерка, залишається іконою стилю і моди уже протягом двох століть.
5. У Харродсі, найбільш фешенебельному універмазі Лондона, працює 4000 обслуговуючого персоналу.
6. Моя найкраща подружка, студентка другого курсу, виграла конкурс краси минулого року.
7. Жінка з довгим світлим волоссям та блакитними очима, зображена на фотографії, – моя бабуся.

8. Марта, колега містера Грея, головний радник з вирішення кризових ситуацій.

9. Соціальні мережі, широко поширені у всьому світі, забирають багато часу.

10. Студенти, свідомі та працьовиті молоді, майбутні нашої країни!

Reading Skills

Inferencing

An inferencing is a logical conclusion drawn from evidence.

Evidence

Inferencing

Your friend is crying.

Your friend is sad. OR.

Your friend just got some bad news.

Evidence

Inferencing

Your friend is in the hospital.

Your friend is not well. OR.

Your friend had an accident.

A. Match the Evidence with one or more logical Inferences. Write the numbers in the blanks on the right.

B. What can you infer about Suleyman Gokyigit from the Evidence below?

Check (v) one or more ideas. Compare your answers with a partner.

1. Evidence: Mr. Gokyigit is a straight-A student in computer science engineering.

He is smart.

He has a lot of money.

He is a good student.

He has always gotten good grades.

2. Evidence: Mr. Gokyigit learned all of the computer addresses in the company's thick logbook.

He wrote the logbook.

He has a good memory.

It's easy to learn the logbook.

It was easy for him to learn the addresses.

3. Evidence: In three weeks, Mr. Gokyigit created the software needed at IntelliData. "None of the company's 350 other employees could have done the job in three months," says Mr. Braun.

350 other employees are lazy.

Gokyigit works very fast

Gokyigit worked there for three weeks.

No one else could do the job.

Discussion and Writing

A. What do these quotations mean to you? How does each one relate to the ideas in the reading?

“If you cannot accomplish a thing, leave it and pass to another which you can accomplish” – Al Kai (901-967)

“It is not enough to have a good mind. The main thing is to use it well..” – Rene Descartes (1596-1650)

“If I have made any valuable discoveries, it has been owing more to patient attention than to any other talent.” –Isaac Newton (1642-1727).

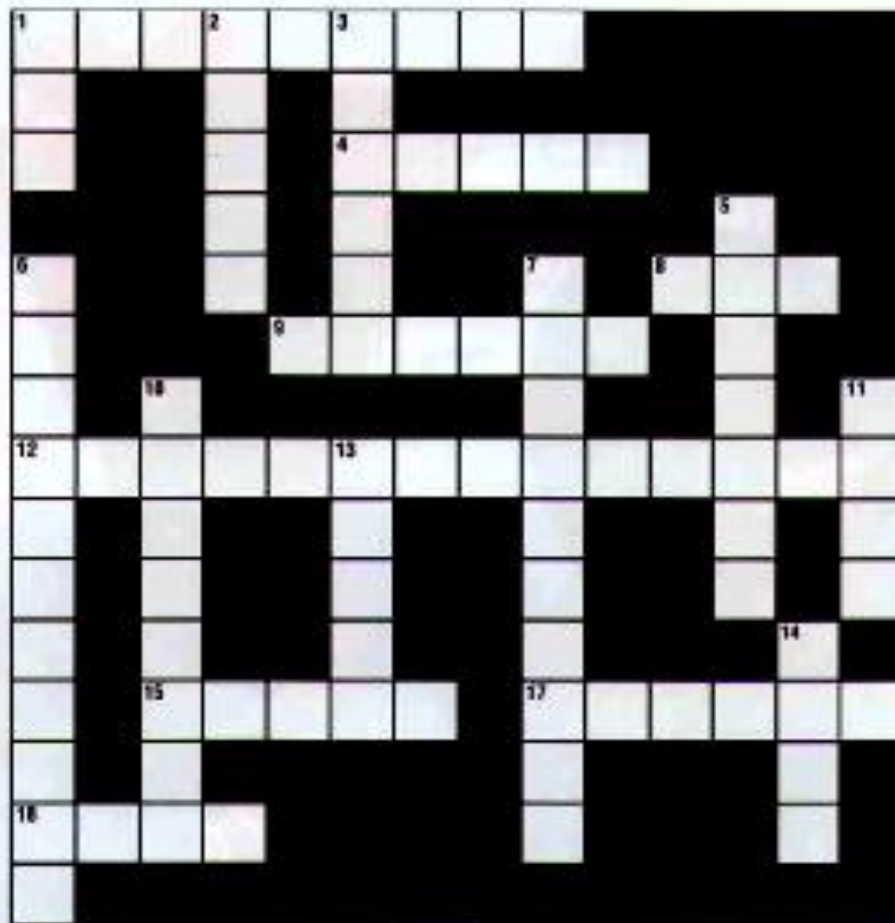
B. What are your partner’s talents and abilities? Add one or two questions to the chart below. Then interview your partner and check your partner’s answers.

<i>Are You...</i>	<i>Yes</i>	<i>No</i>	<i>Do You Have</i>	<i>Yes</i>	<i>No</i>
<i>good with numbers</i>			<i>a good memory?</i>		
<i>good at fixing</i>			<i>good balance?</i>		
<i>a good typist</i>			<i>a good voice?</i>		
<i>a good public speaker</i>			<i>a good imagination?</i>		
<i>well organized?</i>			<i>good concentration?</i>		
_____			_____		

Based on your partner’s answers, in what profession do you think your partner could best use his or her talents?

Use words from the reading to complete the crossword puzzle.

Crossword Puzzle



Across:

- 1 A second-year university student is called a _____. (line 9)
- 4 A voice-synthesizer _____ the video display on a computer.
- 8 Another word for the *best* is the _____. (line 3)
- 9 A synonym for the adjective *correct* is _____. (line 40)
- 12 A _____ is someone who solves problems. (line 48)
- 15 Something that is very helpful to you is an _____ not a liability. (line 1)
- 17 To remember something, you must _____ it to memory. (line 39)
- 18 The opposite of *under* is _____.
- 2 There are 24 _____ in a day.
- 3 A _____ takes place when two companies become one. (line 6)
- 5 The video display is part of a computer _____. (line 20)
- 6 People talking can be a _____ when you are watching a movie or studying. (line 43)
- 7 A voice synthesizer does not sound natural; it sounds _____. (line 21)
- 10 To function, a computer needs both hardware and _____. (line 4)
- 11 A _____ is made up of vertical and horizontal lines that cross each other. (line 28)
- 13 A synonym for *big* is _____.
- 14 Another word for a *talent* is a _____. (line 14)

Down:

- 1 A blind person cannot _____ the video display.

Culture and Language Notes

sophomore Sophomores are students in their second year of high school or college. First-year students are called freshmen, third-year students are called juniors, and students in their fourth year of high school or college are called seniors.

work part-time Many North American high school and university students work part-time while attending school. These students typically work 5 to 15 hours each week in the afternoons and evenings, or on the weekends. A lot of students find part-time work in restaurants and retail stores, or as baby-sitters. In general, people must be 16 years old to work legally in the United States.

straight As American students who get straight As usually score between 90 and 100 percent on all of their tests and receive a grade of A in all of their courses. The following chart shows the different grades given to students in the United States and the corresponding percentages.

GRADE	PERCENTAGE %
A	90-100
B	80-89
C	70-79
D	60-69
F (Fail)	0-59
P (Pass)	60-100

Some schools or universities add a plus sign (+) or a minus sign (-) after the letter grades to give more specific information about a student's performance.

Braille is a system of writing for the blind in which patterns of raised dots represent letters, letter combinations (such as *ch*), some commonly used short words, numbers, and punctuation marks. It can also be used for writing music. Blind people read Braille by running their fingers over rows of the dot patterns.

They can write in Braille by making the dot patterns themselves, using special equipment.



READING V

Solitude is good company
Luis Barragan
Mexican architect (1902-1988).

Before You Read

1. The writer of this personal essay goes to the beach on a regular basis to think about her life. Why do you think she chose the beach as a good place for quiet reflection?
2. This personal essay is set in St. Petersburg, Florida. Look at the map. What can you learn about Florida from this information? Share your ideas with a partner.
3. Read the title of the essay and then take one minute to skim it. What do you think the essay will be about? Why?

PRIVATE LIVES

by Diane Daniel
from The St.Petersburg Times
Life seems a little less fragile when you can depend on
a special place to always be there for you.

There is a tiny slice of the Gulf of Mexico that belongs to me. Looking across the water, or down the shoreline, I see the past 20 years play over and over, like an old Super 8 movie. I'm 16, writing poetry while sitting on a bench at sunset. I'm floating atop the salty sea on my yellow raft. I'm sitting at the water's edge,

gathering a rainbow of shells. I'm in college, burgundy hair glistening. I'm a working woman, thinking about my career, paying the bills. I'm heavy, I'm thin. My hair is long, short, long again. I'm happy, sad. Growing older, growing up.

My parents and I moved from North Carolina to St. Petersburg, Florida, when I was just about to start my senior year of high school. It was a difficult time to be uprooted; I had lived in North Carolina all my life. But I loved the water, so Florida seemed an okay place to live. I can't remember how I first chose my special beach at the end of Eighth Avenue. But once I chose my spot, I never switched beaches. Almost daily, I swam and sunned there. I watched the sun set. I thought about life. On weekend nights in college, I hung out at the beach with friends, playing music or just listening to the waves. My bedroom at my parents' house holds no memories for me. My memories of Florida are all a mile away, at Eighth Avenue beach.

I live in Boston now and visit my parents in Florida twice a year. Whenever I visit, I spend many hours at my beach, usually under a hot sun, but sometimes at night, when the sand is cool and the sea seems to offer answers it won't share during the day. I go to my beach not only to relax and think, but also to feed off the sea. The waves are gentle, the water soothing. But more important to me is the sea's permanence and sheer force. I want to be strong like that.

During one visit to Florida last year, I was sad about the end of a relationship, and I knew that my sadness would worry my parents. I had to stop at Eighth Avenue before I could see them. After flying in from Boston, I drove straight to the beach. It was late afternoon in May, and the sun had softened. When I reached the beach, I parked at the end of Eighth Avenue and slowly walked barefoot to the water. I tasted the gulf, and with it, some hope. I have taken a few friends to my sanctuary, but it's not a place I share with many. Five years ago I brought Jack, a former boyfriend, and I'm glad I did. Now when I look down the shore or across the water, he is there, too, laughing at the pelicans as they dive for food, holding me while we watch the sunset from the edge of the water.

Jack will always be there. So will my friend JoEllen, who came to Eighth Avenue with me a couple of years ago. We walked and walked until the sun and sand had exhausted us. Sometimes I talk my mother into going to watch the sunset, and we sit on the bench, appreciating our time together.

Last year, I had planned to take Tom to Eighth Avenue. He was going to be the most important visitor of all, the person I thought I would spend the rest of my life with. A few days before we were supposed to leave, he changed his mind, about the trip to Florida and about us. I'm glad he never saw my beach.

As long as my parents are alive, I will go to Eighth Avenue. It has occurred to me that I will probably mourn their deaths there, listening to the waves and watching the gulls. I wonder how often I will see my beach after my parents are gone. I'm sure I will go there from time to time, maybe even stay in one of the cottages nearby that I've passed so often. But it doesn't matter. My tiny slice of the Gulf of Mexico is always within reach.

Understanding the Text

A. Multiple choice. For each item below, circle the best answer.

1. The main idea of the reading is:
 - a. You should only bring a few close friends to your special place.
 - b. The Eighth Avenue beach has played an important role in the author's life for the past 20 years.
 - c. You need to be alone to solve your problems.
 - d. When you end a significant relationship, it's a good idea to spend time alone at your special place.
2. The author chose her special beach when she _____, and never changed beaches after that.
 - a. started high school
 - b. moved to North Carolina
 - c. was in college
 - d. moved to Florida

3. The author has already done all of the following at the Eighth Avenue beach except:

- a. play music and write poetry
- b. watch the sunset with a boyfriend
- c. mourn the death of a family member
- d. take long walks and collect shells

4. The sentence "Jack will always be there" means:

- a. Jack lives near the Eighth Avenue beach.
- b. Jack accompanies the author to her special beach every time she goes.
- c. When the author visits or thinks about her beach, she remembers the time she spent there with Jack.
- d. Visiting the Eighth Avenue beach was the highlight of the author's relationship with Jack.

5. All of the following statements are probably true about the author except:

- a. She has positive feelings about Jack.
- b. She has always liked the ocean.
- c. She and Tom had talked about getting married.
- d. She has always been slim.

6. The overall tone of the reading is:

- a. personal and reflective
- b. serious and informative
- c. sad and depressing
- d. light and romantic

B. Consider the issues. Work with a partner to answer the questions below.

- 1. Why does the author keep going back to the beach?
- 2. What qualities of the sea are important for the author? Why?
- 3. Why do you think the author is glad that Tom never saw her beach?
- 4. Do you think the author feels happy or sad after visiting the beach?

C.1. Translate the following words and word combinations, use them in the context and make up your own examples.

1. to pay the bills
2. to hang out with smb.
3. to feed off the sea
4. to share smth. with smb.
5. to laugh at smb.
6. to exhaust smb.
7. to talk smb. into
8. to change one's mind
9. to occur to smb.
10. to mourn smb's deaths

2. Translate the following from Ukrainian into English.

1. Я іноді вмовляю матусю піти подивитися на захід сонця, і ми сидимо, цінуючи час, який нам випало провести разом. 2. Якось мені спало на думку, що я можливо оплакуватиму їх тут, слухаючи шум прибою і спостерігаючи за чайками. 3. Я іду на пляж не лише, щоб розслабитися і поміркувати, а й набратися сил від моря. 4. Зараз, коли я вдивляюся у воду та узбережжя, він тут зі мною також: сміється над пеліканами, що пірнають за їжею, і міцно тримає мене, поки ми спостерігаємо за заходом сонця біля самісінької води. 5. Я працюю, розмірковуючи над кар'єрою і оплачуючи рахунки. 6. За декілька днів до від'їзду він передумав щодо подорожі до Флориди і щодо нас. 7. Ми все йшли та йшли, поки сонце і пісок не зморили нас. 8. Я приводила декількох друзів до моєї святині, але це не те місце, яким можна ділитися з багатьма. 9. Навчаючись у коледжі, вечорами на вихідних ми з друзями висіли на пляжі, награвши різні мелодії та вслухаючись у шум хвиль.

3. In your own words, make up the written summary of the text "Private Lives".

Building Vocabulary

Using context to guess meaning

When you don't know the meaning of word, look at the words around to help you. You may be able to guess the meaning of the word from its surroundings.

Complete the chart below with information about vocabulary in the reading.

First guess the meaning, then give the reason for your guess.

Example: ...stay in one of the cottages...

Meaning: a cottage is a kind of house

Reason: We "stay" in houses.

1. ...laughing at the pelicans as they dive for food...

Meaning:

Reason:

2. ...walked barefoot to the water...

Meaning:

Reason:

3. ... The waves are gentle, the water soothing...

Meaning:

Reason:

4. ...floating atop the salty sea on my yellow raft...

Meaning:

Reason:

5. ...mourn their deaths

Meaning:

Reason:

Language Focus

Talking about the past

We use the Past Simple to talk about an action or event that happened at a specific time in the past.

My parents and I moved to Florida when I was 16.

The Present Perfect is used to refer to an event or action that happened at a time in the past that is not specific, or that began in the past and continue to the present.

I have taken a few friends to my sanctuary, but it's not a place I share with many.

We use the Past Perfect to show that one event happened before another in the past.

It was a difficult time to be uprooted; I had lived in North Carolina all my life.

A. Find one or more additional examples of the Past Simple, Present Perfect, and Past Perfect to add to the chart below. Look back at the reading.

<i>SIMPLE PAST</i>	<i>PRESENT PERFECT</i>	<i>PAST PERFECT</i>
<i>moved to Florida when I was 16</i>	<i>have taken a few friends to my sanctuary</i>	<i>had lived in North California</i>

B. Choose one example of the Past Simple, the Present Perfect and the Past Perfect from your list. Why did the author use the tense in each of these cases? Explain your ideas to a partner.

Example: It was a difficult time to be uprooted; I had lived in North Carolina all my life.

Reason: The author uses the past perfect to show that one action in the past happened before another. The author was born and lived in North Carolina and then, 16 years later, she moved to Florida'.

C. Open the brackets using the Past Simple, the Present Perfect, the Past Perfect

1. Who is that man? – He is an artist. He _____ (paint) lots of beautiful pictures.
2. The shop _____ (sell) the car by the time I got there.
3. I was running when I _____ (slip) on the ice.
4. They already _____ (buy) the tickets before they went to the concert.
5. Elvis Presley _____ (sing) a lot of hit songs.
6. Sam opened the door and _____ (step) outside.
7. Eve was delighted to hear that she _____ (get) the job.
8. _____ (eat) you ever sushi? – No, never.
9. Mike _____ (win) more than 20 medals when he was an athlete.
10. Kate _____ (not/finish) the washing up when the guests _____ (arrive).

D. Translate the following from Ukrainian into English.

1. Як давно Джейн і Тед одружилися? – 30 років тому. До речі, вони ніколи не сварилися і все ще міцно кохають одне одного.
2. Мері зателефонувала батькам до того, як пішла спати.
3. Ти вже склав іспит? – Так. Я склав іспит ще вчора і отримав відмінну оцінку.
4. Коли вони приїхали в аеропорт, літак вже приземлився.
5. Чому Джордж не прийшов у п'ятницю на вечірку? – Він хворий. Він хворіє вже тиждень.
6. Джек запитав мене, чи була я коли-небудь за кордоном. Я відповіла, що була у Сполучених Штатах Америки минулого року.
7. Ти запросила Хелен на обід, чи не так? – Ні. Я їй дзвонила, але ніхто не відповів. Я зателефоную їй ще раз.
8. Алекс був впевнений, що бачив цю жінку раніше, але не міг пригадати, де він з нею познайомився.
9. Беті почула якийсь шум і визирнула з вікна. Надворі діти гралися в сніжки і ліпили снігову бабу.

10. Ти бачила Джесіку сьогодні? – Ні. Я не бачила її цілу вічність.

Reading Skills

Supporting main ideas

Writers usually focus on one or more main ideas in a piece of writing. They support their main ideas with details. These details help the reader understand and appreciate the writer's main ideas.

A. Look back at the reading and find at least three details that support the main idea given below.

Main Idea

The Eighth Avenue beach has played an important role in the author's life for the past 20 years.

Supporting Details

1. _____

2. _____

3. _____

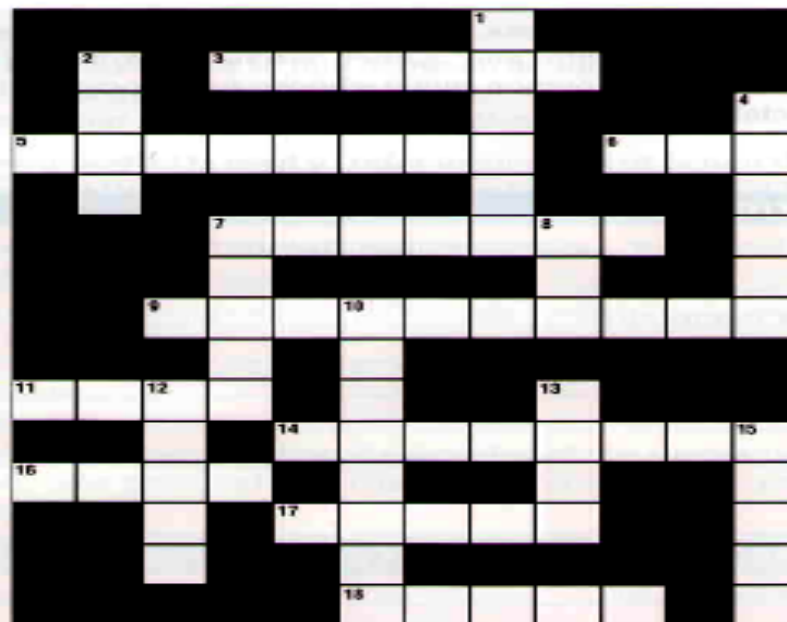
B. Look back at the reading in Chapter 2, "Student Learning Teams", and find at least three details that support the main idea given below.

Discussion and Writing

1. The chart below lists several places where someone might go to reflect on life and gather strength. With a partner, give reasons why a person might choose each location as his or her special place.
2. What is the difference between being alone and being lonely? How does this quotation relate to ideas in the reading? "Solitude is one thing and loneliness is another." May Sarton, American poet (1912-1995).
3. Do you have a special place where you go to reflect on life? Describe your special place. Tell how and when you chose your place, and why this particular place is important to you.

Locations	Reasons
1. Top of a mountain	<ul style="list-style-type: none"> likes the sounds of waves thinks swimming is relaxing
2. Library	
3. Gym	
4. Church or temple	
5. Art museum	

Crossword Puzzle



Use words from the reading to complete the crossword puzzle.

Across:

- 3** A ____ boyfriend is someone who used to be a boyfriend.
5 When you walk without your shoes on, you walk ____.
6 You can watch the sun ____ in the evening. (line 16)
7 The noun form of the adjective *sad* is ____.
9 Another word for *shining* is ____ (line 7)
11 A word for *very small* is ____.
14 If you drive ____ to a particular place, you go there directly. (line 31)
16 The opposite of *hate* is ____.
17 The past form of *choose* is ____.
18 The simple past of *drive* is ____.

Down:

- 1** The opposite of *rough* is ____ (line 26)
2 The simple past of the verb *swim* is ____.
4 The opposite of *weak* is ____.
7 Ocean water tastes ____ but most lake water does not.
8 The Earth moves around the ____.
10 Another word for *changed* is ____ (line 15)
12 ____ means *not at any time*.
13 One kilometer equals about six tenths of a ____.
15 Two times a year is the same as ____ a year.

Culture and Language Notes

Gulf of Mexico The Gulf of Mexico is bordered by Mexico to the west and south, Texas and other U.S. states to the north, and the coast of Florida to the east. The ocean water in the Gulf of Mexico is calm and warm.

Super 8 movie Super 8mm film was a popular technology for making home movies in the 1960s and 1970s. These were called Super 8 movies. Parents would make movies of their families on vacation, during holidays, and on other special occasions.

Video tape Technology replaced Super 8 cameras in the 1980s, as video was easier and cheaper to use.

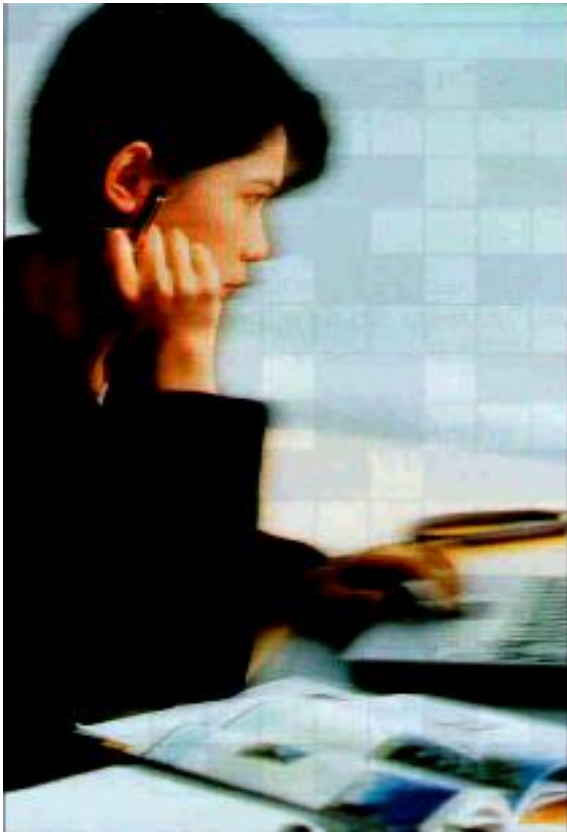
North Carolina North Carolina is an American state located in the south eastern part of the country along the Atlantic Ocean. North Carolina borders the states of Virginia, South Carolina, Tennessee and Georgia. More than 7, 000, 00 people live in North Carolina, the tenth largest state by population in the United States. Raleigh is the capital, and Charlotte is its largest city.

Florida Florida, America's number one tourist destination is called The Sunshine State and is located in the southeastern corner of the United States. The weather is sunny and warm most of the year there. There are miles and miles of beaches in Florida along the Atlantic Ocean and the Gulf of Mexico. Tallahassee, situated in the northern part of the state, is the capital, and Miami is the largest city.

boyfriend In North America, *boyfriend* means a man of any age who has a romantic relationship with someone else. Girlfriend is a similar expression that means a woman of any age who has a romantic relationship with someone else. However, a woman may also use the word girlfriend to refer to a woman friend.

Map 3 Eastern United States





READING VI

*Every man works whether it be literature
or music or pictures or architecture or anything else,
is always a portrait of himself.*

*Samuel Butler
English writer (1835-1902)*

Before You Read

1. Have you ever had a full or part-time job? How did you get your job? Share your experiences with a partner.
2. Read the title of the article and then take one minute to skim it. What do you think the article will be about? Share your ideas with a partner.
3. In the chart below, check True or False for each of the statements. Then, read the article to confirm your guesses.

Statement	True	False
a. The reason for writing a letter of application is to get a job interview.		
b. When sending a letter of application you must always send a resume too.		
3. You mention the salary you want in a letter of application.		

LETTERS OF APPTICATION

By Andrea B. Geffner

From Business Letters the East Wag

A letter of application is a sales letter in which you are both salesperson and product, for the purpose of an application is to attract an employer's attention and persuade him or her to grant you an interview. To do this, the letter presents what you can offer the employer, rather than what you want from the job.

Like a resume, the letter of application is a sample of your work; and it is, as well, an opportunity to demonstrate, not just talk about, your skills and personality. If it is written with flair and understanding and prepared with professional care, it is likely to hit its mark.

There are two types of application letters. A solicited letter is sent in response to a help- wanted ad. Because such a letter will be in competition with many, perhaps several hundred others, it must be composed with distinction. At the same time, it must refer to the ad and the specific job advertised.

An unsolicited letter is sent to a company for which you would like to work though you know of no particular opening. The advantage of this type of application, however, is that there will be little competition and you can define yourself the position you would like to apply for.

You can send out as many letters as you wish, to as many companies as you are aware of; it is a good idea, though, to find out the name of a specific person to whom you can send the letter – a more effective approach than simply addressing a letter to "Personnel."

Because a letter of application must sell your qualifications, it must do more than simply restate your resume in paragraph form.

While the resume must be factual, objective, and brief, the letter is your chance to interpret and expand. It should state explicitly how your background relates to the specific job, and it should emphasize your strongest and most pertinent characteristics. The letter should demonstrate that you know both yourself and the company.

A letter of application must communicate your ambition and enthusiasm. Yet it must, at the same time, be modest. It should be neither aggressive nor meek: neither pat yourself on the backs nor ask for sympathy. It should never express dissatisfaction with a present or former job or employer. And you should avoid discussing your reasons for leaving your last job.

Keep in mind the following principles when writing your letter of application:

1. Start by attracting attention. You must say, of course, that you are applying and mention both the specific job and how you heard about it. But try to avoid a mundane opening. Instead of: I would like to apply for the position of legal secretary which you advertised in the Los Angeles Times of Sunday, August 10...

Try something a bit more original:

I believe you will find my experiences in the Alameda District Attorney's office have prepared me well for the position of legal secretary which you advertised in the Los

Angeles Times of Sunday, August 10...

2. Continue by describing your qualifications. Highlight your strengths and achievements and say how they suit you for the job at hand. Provide details and explanations not found on your resume, and refer the reader to the resume for the remaining, less pertinent facts.

3. Assure the employer that you are the person for the job. List verifiable facts that prove you are not exaggerating or lying. Mention the names of any familiar or prominent references you may have. In some way, distinguish yourself from the mass of other qualified applicants.

4. Conclude by requesting an interview. Urge the employer to action by making it easy to contact you. Mention your telephone number and the best hours to reach you, or state that you will call him or her within a few days.

A complete application should contain both a letter of application and a resume. While it is possible to write a letter so complete in detail that a resume seems redundant, it is always most professional to include both.

Finally, a word about salary: basically, unless instructed by the want ad, it is best that you not broach the subject. Indeed, even if an ad requires that you mention your salary requirements, it is advisable simply to call them "negotiable" However, when you go on an interview, you should be prepared to mention a salary range (e.g., \$40,000-\$45,000). For this reason, you should investigate both your field and, if possible, the particular company. You don't want to ask for less than you deserve or more than is reasonable.

Understanding the Text

A. Multiple choice. For each item below, circle the best answer.

1. The main purpose of this reading is to _____.
 - a. show people how to write effective letters of application
 - b. help people find interesting jobs
 - c. explain the differences between a resume and a letter of application
2. A letter written in response to a help-wanted ad is _____ letter.
 - a. an unsolicited
 - b. a solicited
 - c. a reference
3. A letter of application should the information contained in a resume.
 - a. restate
 - b. not address
 - c. expand upon
4. It is to mention salary requirements in a letter of application.
 - a. wise
 - b. unnecessary
 - c. inadvisable
5. The tone of a letter of application should be _____.
 - a. polite and businesslike
 - b. strong and aggressive
 - c. friendly and personal

- 6: The author of this reading would probably agree that _____.
- a. resumes are more important than letters of application
 - b. anyone can learn to write a good letter of application
 - c. it is better to be too modest in a letter of application than too aggressive

B. Consider the issues. Work with a partner to answer the questions below.

1. According to the author, what are the things you should, and, shouldn't do when writing a letter of application? Group the eight ideas below into the correct columns in the chart. Then, try to add two ideas of your own to each column.

- be original
- mention money
- give references
- self yourself
- talk about money
- make sure your letter stands out
- explain why you left your last job
- pat yourself on the back

Should	Shouldn't
<i>be original</i>	

2. It's a good idea to know some basic information about a company before you write a letter of application. What are three ways you can gather information on a new company before writing your letter?

3. Why is it important not to express dissatisfaction with a former job or employer in a letter of application or on an interview?

C.1. Translate the following words and word combinations, use them in the context and make up your own examples.

- 1. to attract one's attention to

2. a sample of smth.
3. to hit the mark
4. to be in competition with smb./smth.
5. to refer to smb./smth.
6. to be aware of smth.
7. pertinent characteristics
8. to pat oneself on the back
9. to broach the subject
10. salary range

2. Translate the following from Ukrainian into English.

1. Водночас цей лист повинен стосуватися як оголошення, так і прорекламованої у ньому роботи. 2. Він не має бути ні агресивним, а ні занадто люб'язним, не розхвалювати тебе і не викликати співчуття. 3. Як і резюме, супроводжувальний лист – це приклад професійних досягнень і одночасно нагода продемонструвати, а не лише описати свої навички та риси характеру. 4. Однак, коли ти ідеш на співбесіду, тобі варто бути готовим обговорювати розмір заробітної платні. 5. У ньому слід чітко вказати, як ваш досвід співвідноситься із запропонованою роботою і підкреслити ваші найсильніші сторони та найбільш необхідні характеристики. 6. Він повинен бути оригінально написаним, оскільки можливо буде конкурувати з безліччю інших листів. 7. Якщо ви свідомо до цього ставитесь, то ви можете надсилати скільки завгодно листів у різноманітні компанії. 8. Супроводжувальний лист – це лист-самореклама як продавця, так і товару, метою якого є привернути увагу роботодавця і переконати його/її призначити вам співбесіду. 9. Нарешті декілька слів про заробітну платню: якщо про це не сказано в оголошенні, то краще не піднімати це питання. 10. Якщо лист написаний компетентно і з розумінням справи, то він напевно досягне мети.

3. In your own words, make up the written summary of the text “Letters of application”.

Building Vocabulary

Using connecting words

We use connecting words to show different kinds of relationships between phrases or sentences. These connecting words have different purposes including adding new information comparing and contrasting, showing a result, or emphasizing a point.

Purpose	Connecting words	Examples from the reading
Add new information	<i>Also</i> <i>And</i> <i>In addition to</i>	In addition to my administrative duties, I was responsible for scheduling all of Ms. Jenkins appointments.
Compare and contrast	<i>But</i> <i>Yet</i> <i>However</i>	A letter of application must communicate your ambitions and enthusiasm. Yet , it must, at the same time, be modest.
Show a result	<i>Therefore</i> <i>Thus</i>	Essentially, I did everything I could to make Ms. Jenkins' heavy responsibilities easier. Thus , I am familiar with the duties of an executive assistant and believe I am prepared to anticipate and meet all your expectations.
Emphasize a point	<i>As a matter of fact</i> <i>Indeed</i>	Indeed , even if an ad requires that you mention your salary requirements, it is advisable simply to call them "negotiable".

Read the story. Then write an appropriate connecting word from the box in the blanks below. More than one answer may be correct.

Therefore

In addition to

Yet

However

As a matter of fact

Thus

John's Interview

Soon after college graduation, John began to look for a job in the newspaper. John was excited when AJD Computers Inc. responded to his letter of application and asked him to come in for an interview. Because John hadn't gone on many interviews before, he was nervous. (1) _____ , he began to feel confident after he read *The 90-Minute Interview Prep Book*.

A few days before the interview, John took some steps to get ready. John knew he couldn't wear his usual casual jeans and T-shirts. (2) _____ he went out and bought a suit. _____ (3) calling for directions to the company, John familiarized himself with the route so he wouldn't get lost.

On the day of the interview, looking very professional in his new suit, John made sure to arrive at the interview early. _____ (4), he was able to make a good first impression. The interviewer, Mr. Huber, was dressed very formally and it was obvious that he was a very important person in the company. _____ (5) he had a warm and friendly smile that put John at ease.

Mr. Huber was so impressed with John's skills, experience, and attitude that he wanted to hire him right away. _____ (6), he asked John to start the very next day. In the end, John accepted the position at a higher salary than he had hoped for.

Language Focus

Giving Advice

We use Should, Must, the Imperative voice, and several different Expressions to give advice.

Should:

When you go on a job interview, you should be prepared to mention a salary range.

Must:

A letter of application must sell your qualifications.

Imperative voice:

Assure the employer that you are the person for the job.

Expression for giving advice:

It's a good idea to find out the name, of a specific person to whom you can send your letter of application.

A. Look back at the reading. Find four additional examples in which the author gives advice. Try to write down one example for each of the following: should, must, the imperative voice, and an expression for giving advice.

1. _____.

2. _____.

3. _____.

B. Translate the following from Ukrainian into English

1. Вам варто займатися спортом і дотримуватися овочевої та фруктової дієти.
2. Гарна думка поїхати на вихідні за місто, прогулятися лісом, насолодитися першими весняними квітами і теплим сонечком.
3. Ти повинен гарно поводити себе в школі.
4. Вимикайте світло, коли виходите з дому.
5. Грегу слід бути більш обережним.
6. Спочатку Том повинен обговорити усі деталі справи з адвокатом.
7. Чудова думка – дарувати жінкам квіти не тільки на свята.
8. Люди повинні краще піклуватися як про свої душу і тіло, так і про навколишнє середовище.
9. Вже пізно. Дітям слід повертатися додому якомога скоріше.
10. Якщо ви хочете успішно скласти залік, ретельно повторіть граматику.

Reading Skills

Reading instructional material

Instructional materials tell you how to do something specific like study for an exam, fix your car, or take care of a baby. These readings often outline steps in process or offer answers to specific questions people have, when you read

instructional materials, think of specific questions you'd like to find answers for. It's not advisable to read instructional materials from beginning to end like a short story. Instead, scan these readings to quickly find the information you need.

The reading below is about going on a job interview. Scan the reading quickly to find the answers to the three questions below. Discuss your answers with a partner.

1. When you go on a job interview, what should you bring with you?
2. What important question should you ask before the end of an interview?
3. How should you end your follow-up letter?

BEFORE, DURING, AND AFTER A JOB INTERVIEW

by Peggy Schmidt

from The 90 Minute Interview Prep Book

This section provides some guidelines that will help you have a good job interview.

Before the Interview:

- 1) Find out exactly who you will be interviewing with, including the person's name (ask for correct spelling) and title.
- 2) Unless you know exactly where the interview location is, get directions. If you've never gone from your home to the interview location, go there at least once to familiarize yourself with the route and traffic conditions. On the day of the interview, allow extra time to get to your destination. It's far better to be early than late.
- 3) Bring something to read while you wait in the reception area. A book or magazine is fine, but realize that the receptionist or the interviewer is likely to notice what you're reading. It's possible that the first question the interviewer may ask is, "How do you like the book?" Make sure your hands are clean and dry. Take time to wash your hands in the rest room before you meet the interviewer.
- 4) Find out how much time the interviewer has. All you need to say is, "I know time is important to you. Could you let me know how much time we have?"

Before You Leave the Interview:

- 1) Thank the interviewer for the opportunity to meet with him or her.
- 2) Mention your interest in the job and the company.
- 3) Ask about the company's time frame for making a hiring decision.
- 4) Ask if it's all right for you to call back in a week's time to check where things stand.

Interview Follow-up

Writing a note to the person or people with whom you interviewed is an incredibly simple but important idea. And it can make the difference in getting hired.

- 1) Type the letter; it's more professional looking.
- 2) Thank the interviewer for talking to you. Mention something he or she said that was particularly interesting to you.
- 3) Explain in a sentence or two why you think you are a good match for the job or company. Be specific about what you think you can do for the company.
- 4) Conclude your letter by saying you hope to get the job and that you are happy to answer any additional questions that the interviewer has for you.

Discussion and Writing

1. Imagine you are giving advice to a foreigner applying for a job in your country. Write a paragraph with four or five suggestions for things that he or she should do. Use as many different expressions for giving advice as you can.
2. In a letter of application, what would you list as your three best qualities? Think of at least one example to illustrate each quality. Share your ideas with a partner.
3. Find an advertisement for a job that looks interesting to you. Write a letter of application to this company. Follow the four principles outlined in the reading and use the letter as a model.

Letter of Application

2500 North Fruitridge Road
Springfield, IN 47811
March 1, 2001
Mr. John P. Storm, Vice President
Indiana Gas and Electric Company
1114 Broad Street

Terre Haute, IN 47815

Dear Mr. Storm:

Having served for the past several years as the administrative assistant of a private business, I would like to apply for the position of executive assistant which you advertised in the Springfield Gazette on Sunday, February 28, 2001.

As executive assistant to the Benlow Corporation in Terre Haute, I was directly responsible to Alba Jenkins, the company's owner. In addition to my administrative duties, I was responsible for scheduling all of Ms. Jenkins' appointments, screening her telephone calls and visitors, and organizing her paperwork and correspondence. Essentially, I did everything I could to make Ms. Jenkins' heavy responsibilities easier. Thus, I am familiar with the duties of an executive assistant and believe I am prepared to anticipate and meet all your expectations. I am confident, too, that with enthusiasm and sincere effort, I can make the transition from a small business to a large corporation smoothly.

I would appreciate the opportunity to discuss my qualifications in person. I would be happy to come for an interview at your convenience, and I can be reached after 5 P.M. at 772-1248.

Sincerely yours,

Maria Smith

Culture and Language Notes

Letter of application If you are interested in working for an American company, you usually send a letter of application and a resume to the company's personnel or human resources department. Note that a letter of application is often called a cover letter.

resume A resume is a short summary of your education and job history that you send to a company when you are looking for a job. Most resumes are one to three pages long and include only the highlights of your educational and professional experience. In the United States, you should always include a letter of application or cover letter with your resume when you are applying for a job.

help-wanted ad Many people in the United States find their jobs through help-wanted ads in newspapers. Generally, the Sunday newspaper in most cities carries a large number of help-wanted ads. When people are looking for a job, they review the ads and then send a letter of application and resume to the companies where they would like to work. In the past few years, most companies have begun to advertise their job openings on websites as well.

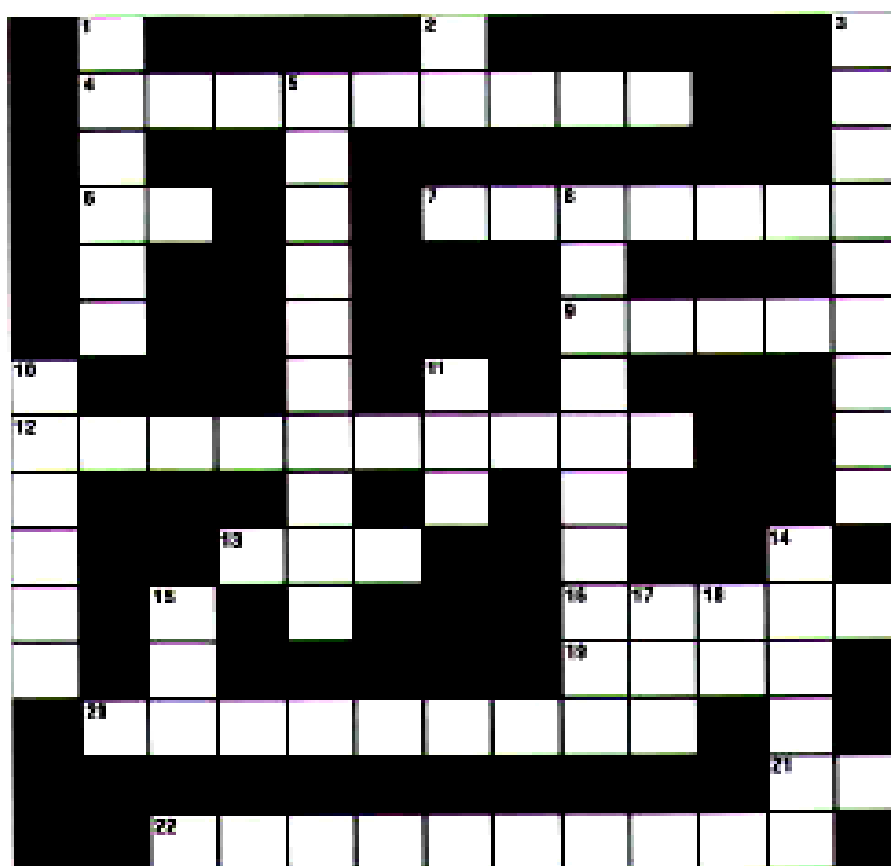
personnel The personnel department, also called the human resources department, handles the interviewing, hiring, and training of new employees in a company. It is also responsible for handling benefits like health insurance and retirement plans. If a company decides that an employee should be fired, the personnel department handles this process as well.

district attorney A district attorney is a lawyer in the United States who works for the government. Many Americans refer to a district attorney as a D.A. A district attorney is usually responsible for prosecuting crimes within a particular area.

reference A reference can be two things. A reference can be a letter giving information about your skills and personality. This letter is usually written by a former teacher or employer and is often sent to a company for which you would like to work. A reference can also be a person whom an employer contacts to ask questions about your background.

executive assistant An executive assistant works for an executive in a company, assisting in all aspects of office work. Executive assistant have excellent organizational, computer, and communication skills, and are often paid very well.

Crossword Puzzle



Use words from the reading to complete the crossword puzzle.

Across:

- 4 A résumé must be factual, ____, and brief. (line 26)
- 6 ____, your, his, her
- 7 The opening of a letter of application should be neither ____, nor unoriginal. (line 41)
- 9 You must persuade the employer to ____ you an interview. (line 3)
- 12 People who apply for a job are called job _____. (line 59)
- 13 ____ a question.
- 16 Another word for *short* is ____.
- 19 The opposite of *more* is ____.
- 20 A ____ letter is sent in response to a help-wanted ad. (line 11)
- 21 ____, you, him, her
- 22 A fact that can be checked is a ____ fact. (line 56)

Down:

- 1 A job you left is your ____ job. (line 35)
- 2 he, she, ____
- 3 A good letter of application will attract the reader's _____. (line 39)
- 5 The noun form of *enthusiastic* is _____.
- 8 The adjective form of *negotiate* is _____.
- 10 Employees are paid a _____.
- 11 ____, could; will, would
- 14 A letter of application should be sent with a _____. (line 6)
- 15 One plus one equals _____.
- 17 The Japanese flag is ____ and white.
- 18 ____, was; are, were



READING VII

*"To the man who has conquered the bride's
heart and her mothers."*

Traditional wedding toast

Before You Read

1. The photographs illustrate scenes from the story you are going to read. What is happening in the photographs?
2. In the story a Taiwanese woman and an American man are going to get married. What problems might they have while planning their wedding ceremony?
3. Can you guess from the title what kind of story it is? Biographical? Autobiographical? Humorous? How do you know?

JOHN'S TAIWANESE WEDDING

*by John Felty and Bill McDowell
from Hemispheres Magazine*

In the spring, Huiling's mother pulled me aside and asked, "What exactly are your plans with my daughter?" As I had already discussed marriage with Huiling, my 24-year-old Taiwanese fiancée, Mrs. Chen's tone didn't fluster me. She was just worried that if I, a 29-year-old American graduate student, didn't have serious

marital intentions, her family would suffer a great loss of face. One point that infuriated her was my inability to find a meiren.

I asked some friends about a meiren and learned that it's a title given to the groom's relative who goes to the prospective bride's house to carry out all the touchy negotiations that go into planning a traditional Chinese wedding. Having a meiren is a little old-fashioned, but it can be useful. As a third party, they help save face during the arguments that inevitably arise over issues like the dowry amount and how many "marriage cakes" to buy, which are sent to relatives and friends to announce the engagement. One could easily spend \$6,000 on these cakes alone. Determined to make the Chens proud to have a foreign son-in-law, I searched for a meiren.

I work as an Asian representative of a British company, so I asked my boss, Mr. Lin to suggest a meiren. He recommended that I ask Mr. Wu, who works at my company. He was delighted to assist, assuring me he would need only a small "red envelope." Huiling later explained that red envelopes are used for cash gifts at ceremonies and on holidays, and a meiren generally gets \$500-\$1000.

The next day, Mr. Lin burst out of a meeting grinning broadly, patting one of our customers on the back: "Mr. Ou has agreed to be your meiren. He will do much better than Mr. Wu, who is too soft and easygoing. Mr. Ou will give you big face and ensure your girlfriend's parents give you lots of things." With growing interest, I asked, "What kinds of things?" "Their house, car, their money, that kind of stuff," Mr. Ou explained confidently. "Don't I need to give them money?" I asked. "You only give them money if you don't know what you're doing," confided Mr. Ou.

Later I asked my boss about using Mr. Wu as a meiren after all, as he seemed a little more conventionall. "Oh, Mr. Wu will be there, JD too," he said offhandedly. I was confused. Why both? "You can't just come with one person," he explained. When asked how many people needed, Mr. Lin replied casually, "Six, but is better."

Huiling assured me that 6 and 12 are lucky numbers, and in a traditional and formal engagement I would need either number of people. This sure seemed extravagant, but I was determined to do things the Taiwanese way.

It took a week to build my team of meiren. My boss, Mr. Lin, reluctantly agreed. Mr. Ou recruited his business partner. And there was Mr. Chen, from our sales department. With Messrs. Ou and Wu, I had five meiren, so I called Mr. Ou to sign on one of his old customers. I barely knew him, but he looked distinguished. I had my meiren team at last!

I proudly stopped by Huiling's parents' house to make the date. "Six people will be coming by with me next Monday to visit with you, can you be here?" They seemed pleased with the news and told me they'd be ready. The next day I called Huiling to make sure she'd have the best tea and fruit for the guests. I heard her mother ask in the background, "Why does he want to bring all those friends, anyway?" "They're not friends, they're meiren," I told Huiling. "Why in the world are you bringing six meiren?" she exclaimed. I swallowed hard. "To negotiate. To talk to your folks. I don't know, it's your custom!" I heard Mrs. Chen again shouting in the background, "What meiren? Six meiren? Who ever heard of that? What am I supposed to say to all of them? Six! That's crazy!" I was losing my cool. "You said six. Everybody said six! I booked six!" Huiling replied evenly, "Listen, you need six people, but only one meiren. Now count. I'm one person, Mom and Dad make three, one meiren, and a friend and you make six. But don't worry. My parents decided not to bother about a meiren".

Our meiren scenario illustrates how easily communication in a cross-cultural relationship can become muddled. Due to my imperfect Mandarin and my inexperience with Taiwanese customs, I confused the need for six people with the need for six meiren.

The highlight of the wedding was the 12-course Chinese feast at a local restaurant. As is the custom, Huiling and I, with parents in tow, stopped at each of the 23 tables and toasted my new relatives.

My parents couldn't understand the words, but shared in the outpouring of good wishes for a bright future.

Understanding the Text

A. True, False, or impossible to Know? Read the sentences below and write T (True) F, (False) or I (Impossible to Know).

1. At the beginning of the story John doesn't want to marry Mrs. Chen's daughter.
2. At first, John doesn't know what a meiren is or how to find one.
3. John asks Huiling to help him find a meiren.
4. Mr. Lin recommends more than one person to be John's meiren.
5. John needs six meiren for the wedding negotiations.
6. John and Huiling's wedding ceremony included both Taiwanese and American customs.

B. 1. Translate the following words and word combinations, use them in the context and make up your own examples.

1. to have serious marital intentions
2. to carry out negotiations
3. to announce the engagement
4. cash gifts
5. to be confused
6. to be determined to do
7. to lose one's cool
8. to bother about
9. to become muddled
10. due to

2. Translate the following from Ukrainian into English.

1. Мої батьки вирішили не турбуватися про свата.
2. Здавалось то було справжнім марнотратством, але я був рішуче налаштований діяти згідно з тайванськими традиціями.
3. Завдяки моєму недосконалому володінню діалектом Мандарин та необізнаністю з тайванськими традиціями, я

переплутав шістьох людей з шістьома сватами. 4. Х'ю Лін пізніше пояснила, що червоні конверти використовуються для грошових подарунків на церемоніях та святах, і сват зазвичай отримує від п'ятисот до тисячі доларів. 45. Я розпитав друзів про свата і дізнався, що цей чин надається родичу нареченого, який іде в дім до майбутньої нареченої і зворушливо домовляється про організацію традиційного китайського весілля. 6. Вона просто хвилювалася, якби я двадцяти дев'ятирічний американець, випускник коледжу, не мав серйозних намірів щодо одруження, то її б родина втратила повагу оточуючих. 7. Я був збентежений. 8. Я засмучувався. 9. Наш випадок зі сватами яскраво відображає, як легко міжкультурне спілкування може призвести до непорозуміння. 10. Як третя сила, вони тримаються осторонь від суперечок, які неминуче виникають через придане або кількість весільних тістечок, які надсилаються родичам та друзям, щоб оголосити про заручини.

3. In your own words, make up the written summary of the text "John's Taiwanese Wedding".

C. Consider the issues. Work with a partner to answer the questions below.

1. At the beginning of the story what is John's problem? What does he do to solve his problem?
2. What mistake does John make? What are the consequences of his mistake?
3. What is the reason for the misunderstanding in this story?
4. The words marriage cakes and red envelope appear in quotation marks (" ") in the story. Why do you think that is?

Building Vocabulary

Synonyms

Synonyms are the words that are similar in meaning. For example, *glad* and *happy* are synonyms.

A. Synonyms. *Number the paragraphs in the reading from 1 to 12. Then find the words below.*

1. In paragraph 1, find a synonym for the word *since*.
2. In paragraph 1, find a word that means *angered*.
3. In paragraph 2, which word means *out of date*?
4. In paragraph 3, find a synonym for *supervisor*.
5. In paragraph 4, find a word that means *smiling*.
6. In paragraph 7, which word is a synonym for *group*?
7. In paragraph 8, find a word that means *happy*.

Adjectives and adverbs

Many words have both an adjective and an adverb form. Learning them together will help build your vocabulary.

B. Adjectives and Adverbs. *What are the missing adjectives and adverbs in the box below? Write your ideas. Then look for the words in the story and check your spelling*

Adjectives	Adverbs
1. confident	1. confidently
2. casual	2.
3.	3. easily
4. inevitable	4.
5. offhanded	5.
6.	6. proudly
7. reluctant	7.
8.	8. softly

C. Complete each sentence with a word from the box above. More than one answer may be possible.

1. It is probably that you will have communication problems when you are speaking with a foreigner.
2. It's not appropriate to dress for a wedding.

3. It's not always to do the right thing.
4. If someone is to answer a personal question, you probably shouldn't insist.
5. If this course is too easy, you should find a harder one.
6. I'd be to represent my country in the Olympics.
7. It's important to speak when you give a speech.

Language Focus

Subjunctive Verbs

The verbs below are often followed by a noun clause. Note that the verb in each noun clause is in the simple form.

advise	insist	propose	request
demand	suggest	recommend	require

Mr. Lin *suggested* that John use Mr. Wu as his meiren.

John *requested* that Mr. Lin be on of his meiren.

A. Complete the sentences below with information from the story. More than one answer may be possible.

1. Taiwanese wedding customs *require* that a couple _____ "marriage cakes" to relatives and friends to announce the engagement.
2. At first, Mr. Lin *recommended* that _____ John Mr. Wu to be his meiren.
3. Later, Mr. Lin *suggested* that Mr. Ou _____ John's meiren.
4. Mr. Lin *requested* that John _____ him a small "red envelope".
5. John *suggested* that Huiling _____ the best tea for their six guests.
6. Mrs. Chen *demanded* that John not _____ six meiren.

B. Complete these sentences with your own ideas. Then share your ideas with a partner.

1. Doctors usually recommend that someone with a very high fever_____.
2. Our teacher insists that each student
_____.
3. When I was a child, my parents insisted that I
_____.
4. My country requires that a citizen
_____.
5. The post office requires that a letter_____.
6. I would refuse if someone demanded that I
_____.

C. Translate the following from Ukrainian into English.

1. На вашому місці, я б порадила, щоб Джек вибачився перед Джейн за зраду.
2. Молодша сестричка попросила, щоб я подарувала на день народження її улюблені парфуми.
3. Діти запропонували батькам відсвяткувати золоте весілля на Канарських островах.
4. Кароліна наполягала на тому, щоб Пітер пішов додому.
5. Тренер порекомендував Кейт, щоб вона займалася гімнастикою принаймні п'ять разів на тиждень, якщо хоче взяти участь у чемпіонаті світу з гімнастики.
6. Мама вимагала, щоб діти перестали сваритися, з'їли вівсяну кашу і пішли до школи.
7. Тед запропонував сходити на пікнік, і всі одногрупники погодилися.
8. Вчителька наполягала, щоб я закінчив проект сьогодні.
9. Туристи вимагали, щоб директор агентства «Подорожуй з нами» був розсудливим і повернув гроші клієнтам.

10. Подружка порадила, щоб Мері жила реальністю, розмірковуючи над майбутнім і не беручи до уваги минуле.

Reading Skill

Inferencing

When you make an inference, you make a judgment based on the evidence.

Readers often make inferences about the characters in a story based on their words and actions (the evidence). For example, in this story, you can infer that John wants to please Mrs. Chen. You can make this inference based on the fact that John tries very hard to do what Mrs. Chen wants.

What can you infer about the characters in the story? Read the evidence below and write an inference.

1. In the story, John asks his friends for information about Taiwanese customs. What can you infer about his friends? _____.
2. John goes to his boss for help in finding a meiren. What can you infer about his boss from this? _____.
3. Mr. Lin says that Mr. Wu is too soft and easygoing and that Mr. Ou would be a better meiren. What can you infer about Mr. Ou? _____.
4. John wants the Chens to be proud to have a foreign son-in-law. What does this tell you about John? _____.
5. John's parents can't understand what Huiling's parents are saying at the wedding. What can you infer about John's parents? _____.

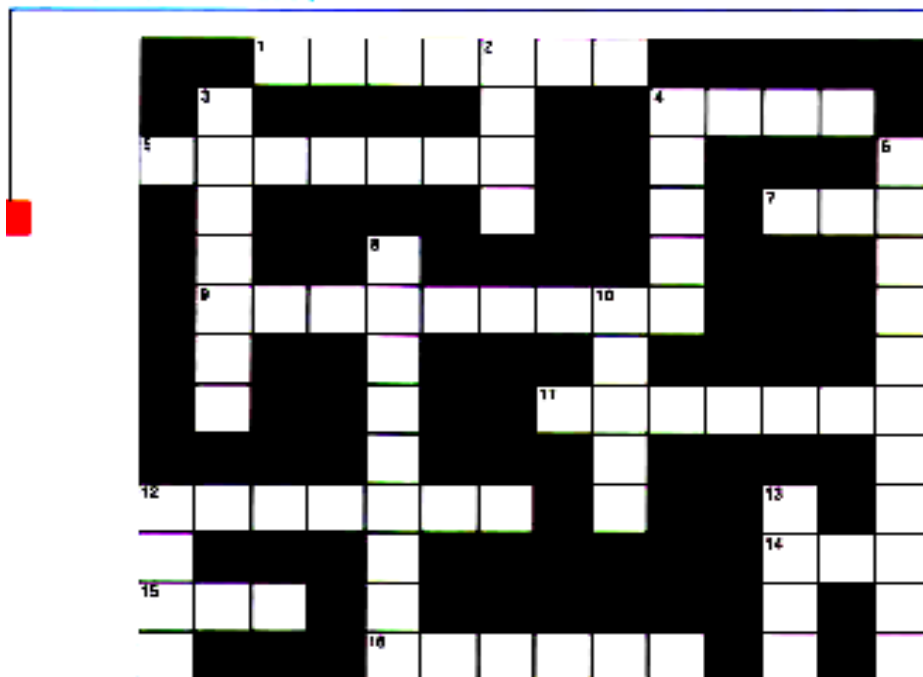
Discussion and Writing

1. Imagine that a foreigner asked you the questions below about wedding traditions in your country. How would you answer?
 - a. Is it important to give a gift when someone gets married? If so, what's a good gift and when should you give it?
 - b. What should guests wear to a wedding? ,
 - c. What things would be rude to do at a wedding?

d. How long does a wedding celebration last?

2. Write a list of wedding dos and don'ts for a foreigner who is planning to marry a friend of yours.

Crossword Puzzle



Use words from the reading to complete the crossword puzzle.

Across:

- 1 At the beginning of the story, Huiling is John's _____. (line 3)
- 4 tell, told; _____, found
- 5 John and Huiling had a wedding feast with 12 _____. (line 69)
- 7 The word _____ means *also*.
- 9 John's Mandarin is _____. (line 67)
- 11 Two people get engaged when they are planning to get _____.
- 12 The writer works for a _____ company in Taiwan. (line 18)
- 14 The opposite of *in* is _____.
- 15 Three plus three equals _____.
- 16 Summer, fall, winter, _____.

Down:

- 2 In Taiwan, red envelopes are used for _____ gifts. (line 22)
- 3 Another word for *concerned* is _____. (line 4)
- 4 John wants Huiling to serve tea and _____ to his guests. (line 52)
- 6 A person who feels sure he or she is right speaks _____. (line 30)
- 8 Usually a *meiren* is one of the groom's _____. (line 71)
- 10 Mrs. Chen thought it was _____ to bring six meiren to her house. (line 59)
- 12 Mr. Lin is the writer's _____.
- 13 The opposite of *bad* is _____.

Culture and Language Notes

graduate student A graduate student is a person who has received his or her bachelor's degree and who is studying to receive a master's or doctorate. The chart

below provides information on the most popular types of graduate programs in North America:

Graduate School	Degree	Numbers of Years of Study	Career Goal
<i>Medical</i>	M.D. (doctor of medicine)	4	<i>Doctor</i>
<i>Law</i>	J.D. (juris doctor)	3	<i>Lawyer</i>
<i>Business</i>	M.B.A. (master of business administration)	2	<i>business executive</i>
<i>Art and Science</i>	M.A. (master of art), M.S. (master of science), or Ph. D. (doctor of philosophy)	Master's 2 Doctorate 4-6	<i>Professor and various other professions</i>

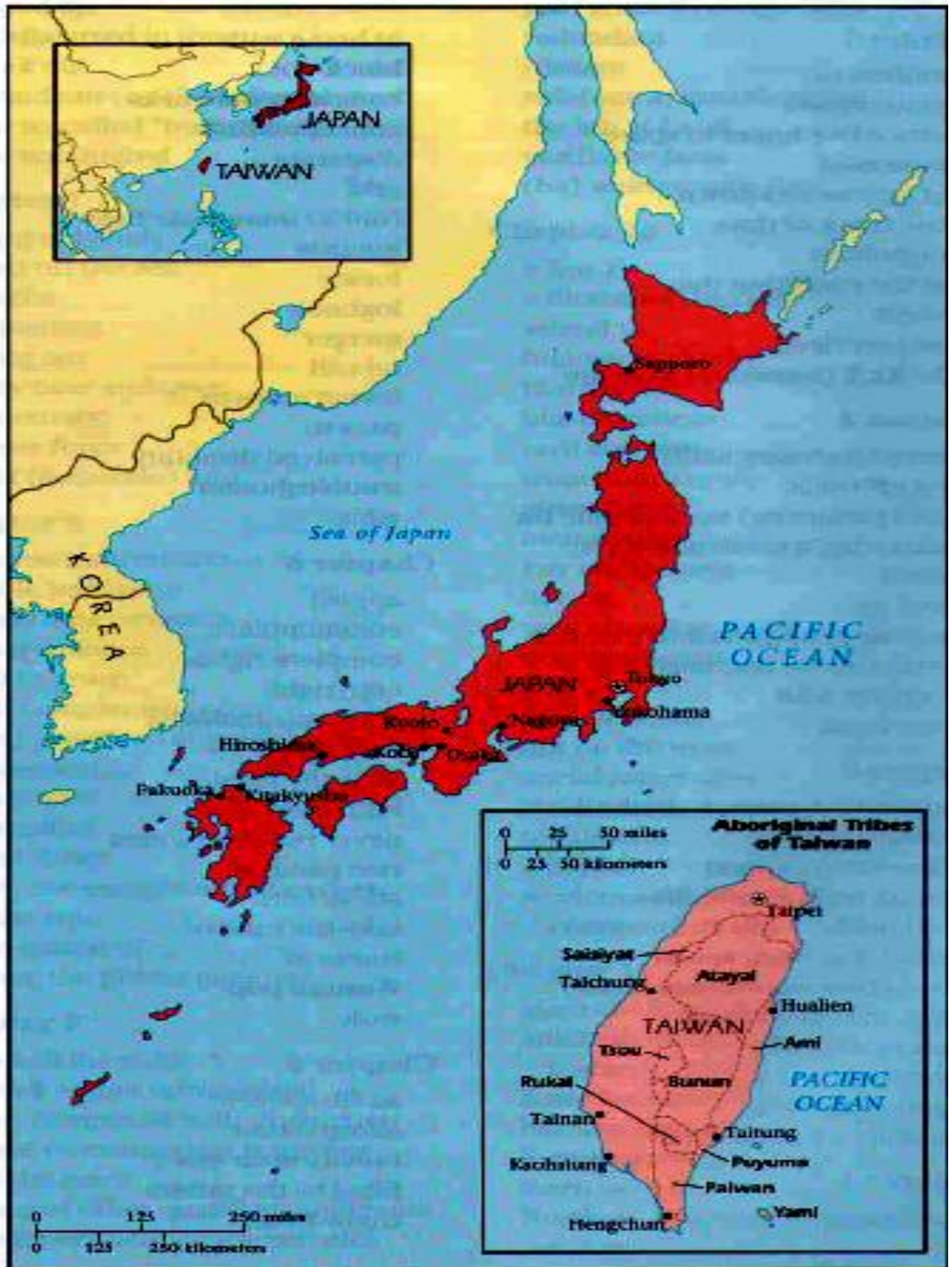
dowry A dowry is the money or valuables that a bride receives from her parents at the time of her marriage. In some cultures, a dowry is supposed to give a woman some financial support in the event her husband dies. The custom of dowries is still widely practiced in some places.

cash gift In North America, as in many other parts of the world, cash gifts are often given as presents. Typically, older people give cash gifts to younger people to celebrate birthdays, graduations, or holidays like Christmas. In America, it is unusual for people to give cash gifts to their friends or to older relatives. When giving a cash gift, people often put cash or a check inside a greeting card.

toast When you drink in someone's honor, you toast them. To propose a toast in the United States, everyone is served a drink and one person makes a short speech. A traditional toast at a wedding might be: Please join me in wishing the newlyweds health and happiness. To (bride's name) and (groom's name). Then, everyone raises their glasses and takes a drink together.

Map 4

Japan and Taiwan





Leonardo da Vinci (1452-1519)

READING VIII

"Genius is the capacity to see ten things where the ordinary man sees one".

*Ezra Pound American poet and writer
(1885 -1972).*

Before You Read

1. Read the definition of the word genius below. Identify someone whom you consider a genius. Why is he or she a genius? Share your reasons with a partner.
genius n (pl. geniuses). 1. an exceptionally great mental or creative ability: a writer of genius. 2 a person who has such ability: Einstein was a mathematical genius.
2. Read the title of the article and then take one minute to skim it. What do you think the article is about? Share your ideas with a partner.
3. Scan the article and circle the names of people mentioned. Who are they? What do they have in common?
4. What do you know about the people mentioned below? With a partner, add any information you can to the chart. Then, read the article to fill in more information.

Name	Lived when?	Famous for what?
<i>Galileo Galilei</i>	1564-1642	scientist; invented the telescope
<i>Wolfgang Amadeus Mozart</i>		
<i>Sigmund Freud</i>		
<i>Leonardo da Vinci</i>		
<i>Albert Einstein</i>		

**THE ART OF GENIUS: SIX WAYS
TO THINK LIKE EINSTEIN**
by Michael Michalko
from The Futurist/Utner Reader

How do geniuses come up with ideas? What links the thinking style that produced Mona Lisa with the one that spawned the theory of relativity? What can we learn from the thinking strategies of the Galileos, Edisons, and Mozarts of history?

For years, scholars tried to study genius by analyzing statistics. In 1904, Havelock Ellis noted that most geniuses were fathered by men older than 30, had mothers younger than 25, and usually were sickly children. Other researchers reported that many were celibate (Descartes), fatherless (Dickens), or motherless (Darwin). In the end, the data illuminated nothing.

Academics also tried to measure the links between intelligence and genius. But they found that run-of-the-mill physicists had IQs much higher than Nobel Prize winner and extraordinary genius Richard Feynman, whose IQ was a merely respectable 122. Genius is not about mastering 14 languages at the age of seven or even being especially smart. Creativity is not the same as intelligence.

Most people of average intelligence can figure out the expected conventional response to a given problem. For example, when asked "What is one-half of 13?" Most of us immediately answer six and one-half. That's because we tend to think

reproductively. When confronted with a problem, we sift through what we've been taught and what has worked for us in the past, select the most promising approach, and work toward the solution.

Geniuses, on the other hand, think productively. They ask: "How many different ways can I look at this problem?" and "How many ways can I solve it?" A productive thinker, for example, would find a number of ways to "halve 13":

6.5

$1/3=1$ and 3

THIR TEEN = 4

XI/II = 11 and 2

The mark of genius is the willingness to explore all the alternatives, not just the most likely solution. Reproductive thinking fosters rigidity. This is why we often fail when we're confronted with a new problem that appears on the surface to be similar to others we've solved, but is, in fact, significantly different. Interpreting a problem through your past experience will inevitably lead you astray. If you think the way you've always thought, you'll get what you've gotten.

For centuries, the Swiss dominated the watch industry. But in 1968, when a U.S. inventor unveiled a battery-powered watch at the World Watch Congress, every Swiss watch manufacturer rejected it because it didn't fit their limited paradigm. Meanwhile, Seiko, a Japanese electronics company, took one look at the invention and proceeded to change the future of the world watch market.

By studying the notebooks, correspondence, and conversations of some of the world's great thinkers in science, art, and industry scholars have identified the following thinking strategies that enable geniuses to generate original ideas:

1. Geniuses look at problems from all angles. Sigmund Freud's analytical methods were designed to find details that didn't fit traditional paradigms in order to come up with a completely new point of view. To solve a problem creatively, you must abandon the first approach that comes to mind, which usually stems from past experience, and reconceptualize the problem. Geniuses do not merely solve existing problems; they identify new ones.

2. Geniuses make their thought visible. Geniuses develop visual and spatial abilities that allow them to display information in new ways. The explosion of creativity in the Renaissance was tied to the development of graphic illustration during that period, notably the scientific diagrams of Leonardo da Vinci and Galileo Galilei. Galileo revolutionized science by making his thought graphically visible while his contemporaries used more conventional means.

3. Geniuses produce. Thomas Edison held 1,093 patents, still a record. He guaranteed a high level of productivity by giving himself idea quotas: 18 one minor invention every 10 days and a major invention every six months. Johann Sebastian Bach wrote a cantata every week, even when he was sick or exhausted. Wolfgang Mozart produced more than 600 pieces of music.

4. Geniuses make novel combinations. Like playful children with buckets of building blocks, geniuses constantly combine and recombine ideas, images, and thoughts. The laws of heredity were developed by Gregor Mendel, who combined mathematics and biology to create a new science of genetics.

5. Geniuses force relationships. Their facility to connect the unconnected enables geniuses to see things others miss. Da Vinci noticed the similarity between the sound of a bell and a stone hitting water – and concluded that sound travels in waves.

6. Geniuses prepare themselves for chance. Whenever we attempt to do something and fail, we end up doing something else. That's the first principle of creative accident. We may ask ourselves why we have failed to do what we intended, which is a reasonable question. But the creative accident leads to the question: What have we done? Answering that one in a novel, unexpected way is the essential creative act. It is not luck, but creative insight of the highest order. This may be the most important lesson of all: When you find something interesting, drop everything and go with it. Too many talented people fail to make significant leaps of imagination because they've become fixated on their pre-conceived plan. But not the truly great minds. They don't wait for gifts of chance; they make them happen.

Understanding the Text

A. True or False. Read the sentences below and write T (True) or F (False).

1. The author's main purpose is to discuss the importance of 12 famous geniuses.
2. The author would agree that all geniuses are creative.
3. Geniuses always have an exceptionally high IQ.
4. Most people are reproductive thinkers.
5. According to the article, geniuses are identified by their ability to solve problems much faster than average people.
6. Geniuses have little patience for accidents.

B. Consider the issues. Work with a partner to answer the questions below.

1. How are geniuses different from the rest of the population? What special abilities or skills do geniuses have that other people don't?
2. The author outlines six "thinking strategies" that help geniuses develop original ideas. In your opinion, which of these strategies is most important to the success of a scientist? An artist? A business person? Why?
3. The reading refers to 12 famous geniuses, all of whom are European or North American men. Make a list of the men or women whom you consider to be geniuses from your culture. Explain why each person is a genius.

C. 1. Translate the following words and word combinations, use them in the context and make up your own examples.

1. to come up with
2. to be fathered by
3. to be run-of -the-mill
4. to sift through
5. to think productively
6. to lead smb. astray
7. to reject smb.
8. to solve a problem creatively
9. to attempt to do smth.
10. gifts of chance

2. Translate the following from Ukrainian into English.

1. У 1904 році Гейвлок Еліс зазначив, що більшість геніїв були хворобливими дітьми і народжувались у сім'ях, де татам було за 30, а мамам – до 25. 2. Вони не очікують на подарунки від долі, вони їх творять самі. 3. Щоб вирішити проблему творчо, ви маєте відкинути перше, що спаде на думку з попереднього досвіду, і переосмислити проблему та шляхи її вирішення. 4. Як у геніїв з'являються ідеї? 5. Трагування проблеми з урахуванням вашого попереднього досвіду неминуче заведе вас в оману. 6. Розглядаючи завдання критично, ми відсіюємо, чого нас навчили, і що спрацьовувало у минулому, підбираємо найперспективніший підхід і працюємо у пошуках відповідного рішення. 7. Але вони виявили, що у пересічних фізиків коефіцієнт інтелекту набагато вищий, ніж у лауреатів Нобелівської премії, у той час як у екстраординарного генія Річарда Фейнмена коефіцієнт інтелекту склав всього лише скромних 122 бали. 8. З іншого боку, генії думають продуктивно. 9. Якщо ми намагаємося щось робити і у нас не виходить, то ми перестаємо цим займатися. 10. Але у 1968 році, коли американський винахідник вперше продемонстрував годинник на батарейках на світовому конгресі годинникарів, всі швейцарські виробники годинників відкинули цю ідею, оскільки вона не відповідала їхньому баченню.

3. In your own words, make up the written summary of the text “The art of genius: six ways to think like Einstein”.

Building Vocabulary

Grouping words

Putting words in groups helps you learn and remember them.

1. Review the following adjectives used to describe people in the reading. Put each word in the correct column in the chart below:

average	talented	original	conventional
playful	creative	run-of-the-mill	extraordinary

Geniuses	Ordinary People

2. Now add three of your own adjectives to each column in the chart above. Share your ideas with a partner. 3. The adjectives in the chart are used to describe people. Can any of these adjectives also be used to describe things,

Passive Voice

Form:

The *passive* is formed by using the appropriate tense of the verb *to be* + *past participle*. Present Perfect Continuous, Past Perfect Continuous, Future Continuous, Future Perfect Continuous are not normally used in the passive.

	Active Voice	Passive Voice
Present Simple	They <i>serve</i> dinner at 6.00.	Dinner <i>is served</i> at 6.00.
Present Continuous	They <i>are serving</i> dinner now.	Dinner <i>is being served</i> now.
Past Simple	They <i>served</i> dinner.	Dinner <i>was served</i> .
Past Continuous	They <i>were serving</i> dinner.	Dinner <i>was being served</i> .
Future Simple	The <i>will serve</i> dinner.	Dinner <i>will be served</i> .
Present Perfect	They <i>have served</i> dinner.	Dinner <i>has been served</i> .
Past Perfect	They <i>had served</i> dinner.	Dinner <i>had been served</i> .
Future Perfect	They <i>will have served</i> dinner.	Dinner <i>will have been served</i> .
Present Infinitive	They <i>should serve</i> dinner.	Dinner <i>should be served</i> .
Perfect Infinitive	They <i>should have served</i> dinner.	Dinner <i>should have been served</i> .
-ing form	He likes people <i>serving</i> his dinner.	He likes his dinner <i>being served</i> .
Perfect -ing form	<i>Having served</i> dinner, ...	Dinner <i>having been served</i> ...
Modals +be+p.p.	You <i>must serve</i> dinner.	Dinner <i>must be served</i> .

Note: *Get* is used in colloquial English instead of *be* to express something happening by accident. *He got hurt last Monday.* (more usual than: *He was hurt last Monday.*)

The Passive is used:

– when the *agent* (the person who does the action) is *unknown, unimportant* or *obvious* from the context;

e.g. *The door **had been locked**.* (we don't know who locked it – unknown agent);

*Repairs **are being made** on the runway.* (by the builders – obvious agent).

– when we are interested more in the action than the agent, such as in *news reports, formal notices, instructions, processes, headlines, advertisements* etc;

e.g. *The whole area **was evacuated**.* (news report);

*Breakfast **is served** from 6.00 to 10.30.* (formal notice).

– to make *statements* more *formal* or *polite*;

e.g. “My new dress **has been ruined**.” (more polite than saying “You **ruined** my dress.”).

– to put *emphasis* on the agent;

e.g. *The Pyramids were built **by the ancient Egyptians**.*

Changing From Active into Passive

– The object of the active verb becomes the subject in the new sentence. The active verb changes into a passive form and the subject of the active verb becomes the agent which is either introduced with “by” or is omitted. The passive can be used only with transitive verbs (verbs which take an object such as *give, write take, open* etc). Verbs such as *happen, sleep, come go, seem* etc are not used in the passive.

e.g.

	Subject	Verb	Object	Agent
Active	<i>The mayor</i>	<i>opened</i>	<i>the new school.</i>	—
Passive	<i>The new school</i>	<i>was opened</i>	—	<i>by the mayor.</i>

– In the passive we use *by + agent* to say who or what did the action. We use *with + instrument or material* to say what the agent used.

e.g. *She was hit on the head **by the burglar with** a piece of wood.*

– With verbs that take two objects, it is more usual to begin the passive sentence with the person.

e.g. *They offered Ann a job.* = *Ann was offered a job.* (more usual than: *A job was offered to Ann.*)

– We put the agent in the passive only if it adds information. When the agent is *unknown, unimportant* or *obvious* from the context, it is omitted. Agents such as *someone, people, I, you* etc are omitted.

e.g. *King Lear was written by Shakespeare.* (The agent is not omitted: it adds information). *Somebody helped him.* = *He was helped* (by somebody – unknown agent: *by + agent* are omitted).

– *Make, hear, help, see* are followed by a *to-infinitive* in the passive.

e.g. *They helped him tidy the garage.* = *He was helped to tidy the garage.*

Note that *hear, see, watch* can be followed by a present participle in the active and passive.

e.g. *I heard her practising the piano.* = *She was heard practising the piano.*

– The verbs *believe, expect, feel, hope, know, report, say, think* etc are used in the following passive patterns in personal and impersonal constructions.

e.g. *People believe he is a liar.*

a) *subject (person) + passive + to-infinitive* *He is believed to be a liar.*
(personal construction);

b) *It + passive + that-clause* *It is believed that he is a liar.*
(impersonal construction).

– We use *be + past participle* or *have been + past participle* after modal verbs (*will, can, may* etc).

e.g. *He can't repair the lock.* = *The lock can't be repaired.*

They may have painted the house. = *The house may have been painted.*

– Verbs followed by a preposition (*accuse smb. of, look after* etc) take the preposition immediately after them when turned into the passive.

e.g. *They accused him of murder.* = *He was accused of murder.*

– In *passive questions* with *who/whom/which* we do not omit *by*.

e.g. *Who gave you this book?* = *Who were you given this book by?*

Who signed the letter? = *Who was this letter signed by?*

– Participles like *amazed, broken, interested, pleased, worried* etc can be used either as adjectives or past participles in the passive. If these participles are used as adjectives, they can not be turned into the active.

*e.g. Compare: The first time I saw the building I was **amazed**. (“amazed” is used as an adjective); I was **amazed** by your work. (“amazed” is used as a past participle – Your work amazed me.)*

Task I. Put the verbs in brackets into the correct Passive Tense.

1. I'm going to the party tonight. I _____ (invite) by my friend three days ago.
2. The new bridge _____ (build) already.
3. The tables _____ (set) before the restaurant opens tonight.
4. The breakfast _____ (serve) every day from 7 am. to 10 am.
5. This secret must _____ (not/reveal) to anyone.
6. Where is your car? – At the garage. It _____ (repair).
7. Have you finished your homework yet? – No, but it _____ (finish) by eight o'clock.
8. He _____ (speak about) much last week
9. Did you read the newspaper this morning? – No, it _____ (not/deliver) by the time I left for work.
10. Money _____ (raise) for child's operation in America right now.

Task II. Put the verbs in brackets into the correct Active or Passive Tense

A. Tony O'Connell 1) _____ (work) for a large company. Last year, he 2) _____ (promote) to the position of a manager. He 3) _____ (give) a large office and a company car. He now 4) _____ (have) a secretary who answers his calls and he 5) _____ (pay) a lot more money than before.

B. A burglary 1) _____ (carry out) in the high street yesterday morning. Two men 2) _____ (enter) a jeweller's shop and ordered the assistant to hand over jewellery and money. The thieves 3) _____ (escape) with jewellery worth \$2000, but 4) _____ (arrest) later, as they 5) _____ (try) to leave the country.

Task III. Translate the following sentences from Ukrainian into English.

1. У кімнаті було тихо, Сема слухали дуже уважно протягом 2 годин.
2. Не хвилюйтесь, за дітьми доглянуть у будь-якому разі.
3. Невже ти забув, коли було видано цю книжку?
4. Тут заборонено палити, чи не так?
5. Зараз Філа цікавило саме те, що обговорювалося в аудиторії.
6. Глянь, твій торт їдять, запиваючи лимонадам, та ще й хіхікають.
7. Багаж був доставлений, перш ніж він піднявся в номер.
8. Якщо мене запитають, я їм все розкажу.
9. Вам уже показали фотографії?
10. Дітям часто розповідають казки.

Reading Skills

Finding examples that help explain new ideas

Writers use examples to help readers remember new ideas. Finding and thinking about specific examples can help you understand and remember important ideas in reading.

Complete the chart below with examples that support each idea from the reading. Then share your ideas with a partner.

Ideas about geniuses

1. They try to solve problems in as many different ways as possible.

Example: *Finding five or more ways to divide 13 in half.*

2. They open their minds to new ways of thinking about things.

Example:

3. They creatively combine two or more things or ideas to make something new.

Example:

4. They create a large quantity of things or ideas.

Example:

Discussion and Writing

A. Form a group of three or four and places six pens of the same size on a table in front of you. Try the following:

1. Arrange the pens so that they form two equal triangles.
2. Now, arrange the pens so that they form four triangles of any size.
3. Next, make four triangles of equal size.
4. Finally, use these six pens to make eight triangles of any size.

Was this activity difficult for you? Why or why not?

B. How does each of the quotations below relate to ideas in this chapter?

“Genius is one percent inspiration and ninety-nine percent perspiration.”

Thomas Edison, American inventor (1847-1931)

“Imagination is more important than knowledge.”

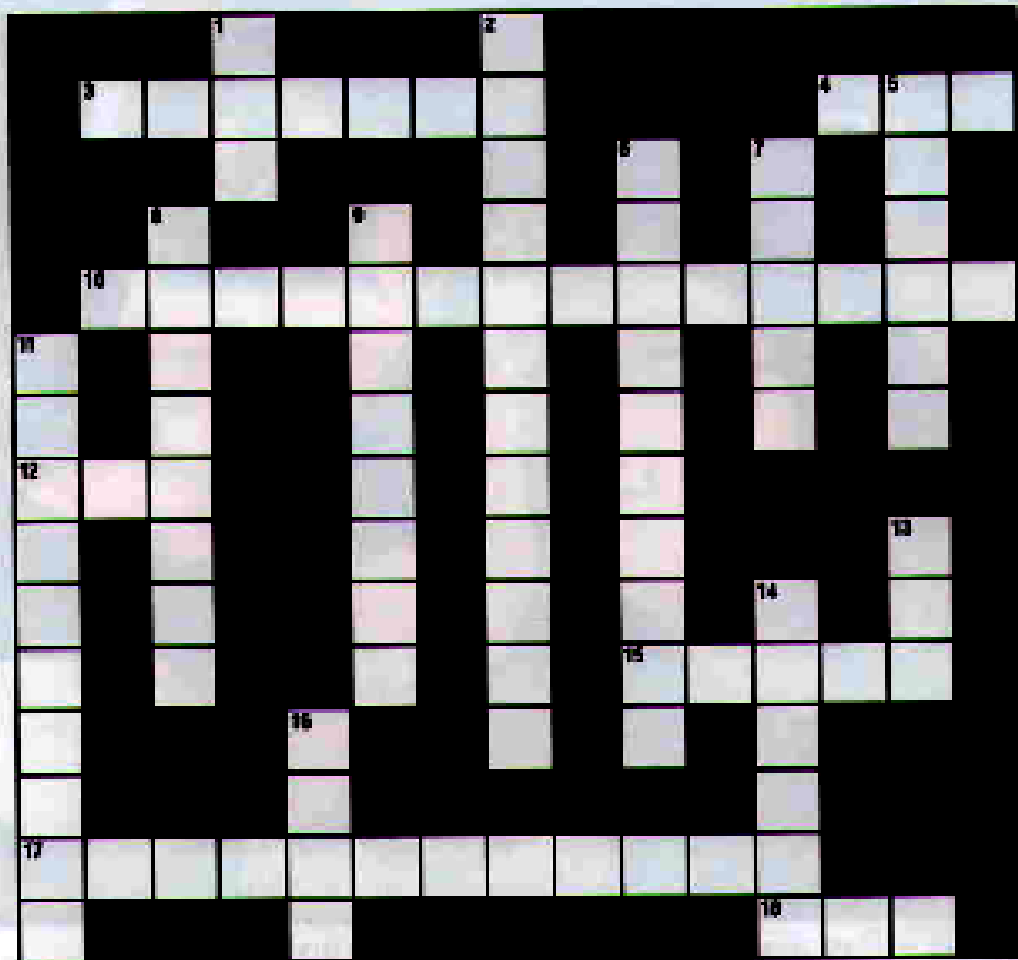
Albert Einstein, German-American physicist (1879-1955)

“Never be afraid to sit awhile and think.”

Lorraine Hansberry, American playwright (1930-1965)

2. Select a famous genius and research information on his or her life. Why is this person considered a genius? What is his or her greatest contribution to the world? Share your findings with your classmates.

Crossword Puzzle



Use words from the reading to complete the crossword puzzle.

Across:

- 3** A very knowledgeable person who has done advanced study in a subject can be called a _____. (line 5)
- 4** make, made; have, _____
- 10** Most people tend to think _____. (line 20)
- 12** _____, or, but
- 15** A person from Switzerland is _____.
- 17** *Standard* and *typical* are synonyms for _____. (line 65)
- 18** me, my; _____, your

Down:

- 1** _____, what, where, when, why
- 2** The noun form of *productive* is _____. (line 67)

- 5** Geniuses look at problems from all _____. (line 50)
- 6** Someone who doesn't have a father is _____. (line 9)
- 7** A new or unusual idea is a _____ idea. (line 73)
- 8** Gregor Mendel developed the laws of _____. (line 76)
- 9** When you solve a problem, you come up with a _____. (line 33)
- 11** Numerical facts are called _____. (line 5)
- 13** live, lived; is, _____
- 14** A _____ person is someone who is often unwell. (line 7)
- 16** The past form of *tie* is _____.

Culture Notes

Mona Lisa The Mona Lisa is probably the most famous painting in Western art. It was painted by Leonardo da Vinci in 1504. Thousands of people see the Mona Lisa every day in the Louvre Museum in Paris. The Mona Lisa is a small picture of a wealthy woman from Florence, Italy, who seems to be smiling very slightly. For 500 years, people have talked about what this mysterious smile means.

theory of relativity Albert Einstein (1879 -1955) is one of the greatest scientists the world has ever known. His general theory of relativity explains his theory of gravity, as well as more general scientific concepts. (Gravity refers to the force which causes objects to fall toward Earth.) Published in 1915, Einstein's theory of relativity is a general framework that allows us to understand the birth of our universe, its current structure, and ideas about the future development of the solar system.

Galileo Galilei (1564-1642) Galileo was a famous Italian astronomer and mathematician. After developing the first telescope, Galileo spent much of his time observing and writing about the stars and planets. He was the first to discover, for example, the moons around the planet Jupiter.

Thomas Edison (1847-1931) The American inventor Thomas Alva Edison is responsible for a large number of inventions that have changed our world. He is best known for inventing the light bulb and the record player, but these are only two of his more than 1000 inventions. Edison also developed the carbon transmitter that allowed

Alexander Graham Bell to invent the telephone.

Wolfgang Amadeus Mozart Wolfgang Amadeus Mozart was one of the greatest composers of classical music. Mozart was an amazing child who could play and write great music by the age of six. During his short life, Mozart composed more than 600 pieces of music. These include the opera “The Marriage of Figaro and Don Giovanni” as well as 41 symphonies and many concertos. Amadeus is a popular American film about the composer's life.

Rene Descartes (1596-1650) Rene Descartes is often called the father of modern philosophy. He developed a way of thinking called rationalism. Descartes' most famous quotation is: I think, therefore I am. The meaning of this quote is discussed in philosophy courses all over the world.

Charles Dickens (1812-1870) Charles Dickens was one of the most brilliant English novelists in history. Born in Hampshire, England, Dickens became a journalist as a young man, and then started writing novels. His most famous books include Oliver Twist, David Copperfield, A Tale of Two Cities, and Great Expectations. Most of

Dickens' books described important social problems that are still relevant today.

Charles Darwin (1809-1882) Charles Darwin was an English scientist who is best known for his theory of evolution. In one of Darwin's last books, The Descent of Man, he argued that human beings had evolved from apes. These ideas were extremely controversial in the late 19th century, and are still debated today.

IQ An IQ is used to measure a person's level of intelligence. The letters IQ stand for intelligence quotient. IQ tests measure certain mental abilities that have been traditionally associated with intelligence. On an IQ test, the average score is 100. Many people argue that an IQ test is not a good way to measure a person's intelligence, because it only tests a few abilities. In the past few years, many people have argued that we should look at many factors when measuring a person's intelligence, such as the ability to get along with others, athletic skills, or musical ability.

Nobel Prize Six Nobel Prizes are given each year to people who have made the most important contributions in the fields of physics, chemistry, medicine, economics, and literature, as well as the person or people who have done the most to promote peace in the world. The Nobel Prizes were established by the Swedish inventor Alfred

Bernhard Nobel, and were first given in 1901. Receiving a Nobel Prize is considered by many to be one of the greatest honors in the world.

Richard Feynman (1918-1988) Richard Feynman was an American physicist from New York who is most famous for his work on the Manhattan Project from 1941 to 1945. On this top-secret project, Feynman and a group of other scientists worked to develop the first atomic bombs. Twenty years later, Feynman won the 1965 Nobel Prize in physics for his work in a field called quantum electrodynamics.

Sigmund Freud (1856-1939) Sigmund Freud is the father of Psychoanalysis and the most important person in the history of psychology. Psychoanalysis is a medical method of curing mental illness. Freud was an Austrian doctor who began experimenting in the 1890s with a "talking cure" to assist his patients who were mentally ill. In 1900, Freud published his most important book, The Interpretation of Dreams. Throughout his career, Freud argued that thinking and talking about your dreams was an important way to achieve mental health.

Roman numerals Roman numerals were used 2000y ears ago during the time of the Roman Empire and are still used today. The chart below compares Roman numerals with the more common Arabic numerals

Roman Numerals	Arabic Numerals
I	1
V	5
X	10
L	50
C	100
D	500
M	1000

Here are some examples of Roman numerals and their values:

$$VI = 6(5+1)$$

$$CM = 900(1000-100)$$

$$CX = 110(100+10)$$

Today, Roman numerals are often seen on the outside of important buildings. These numbers show the year in which a building was built. For example, MCMLX = 1960.

Renaissance Renaissance is a French word that means rebirth. We use this term to refer to the period in Europe between roughly 1400 and 1550. For more than 1000 years, the writings and the art of the Greeks and Romans had been forgotten by Europeans. The Renaissance was a time of "rebirth" because of the new interest in classical Greek and Roman art and ideas. Great masterpieces like da Vinci's Mona Lisa and Michelangelo's statue David were completed during the High Renaissance, the final years of this period in history.

Leonardo da Vinci (1452-1519) Leonardo da Vinci was a remarkable man; an exceptional painter, architect, sculptor, and engineer, he was perhaps the greatest genius of the Italian Renaissance. His most famous painting is the Mona Lisa. Da Vinci's notebooks show his amazing understanding of the human body, as well as his creative ideas for many inventions that we have today, including the contact lens and the airplane.

Johann Sebastian Bach (1685-1750) Johann Sebastian Bach was one of Europe's greatest composers of classical music. Bach was born into a musical German family, and learned to play the organ at an early age. He began composing music as a young man. Bach's most famous musical works include the Brandenburg Concertos and the Mass in B Minor.

Gregor Mendel (1822-1884) Gregor Mendel was an Austrian scientist who spent much of his life researching the ways plants and animals change over many generations. He is known today as the father of modern genetics. Genetics is the study of how physical characteristics are passed from parents to children, and Mendel dedicated his life to understanding and writing about this process.

About the Sources

Reading I

Chicken Soup for the Teenage Soul is just one of many best-selling books in the Chicken Soup for the Soul series, edited by Jack Canfield and Mark Victor Hansen. Chicken soup is traditionally thought to be an extremely healthy food that can cure sickness and give comfort. The title of these books suggests that reading the stories within them can have a healthy affect on the soul or spirit. The stories in the books are all taken from real life.

Reading II

John N. Gardner is professor of library and information science and A. Jerome Jewler is professor of journalism and mass communications at the University of South Carolina, Columbia. The authors specialize in helping students make a successful transition from high school to college.

Reading III

Bob Weinstein is a New York journalist who writes Tech Watch, a weekly syndicated column. He wrote this article for The Boston Globe, a major daily newspaper in Boston, Massachusetts, in the United States.

Reading IV

Tom Petzinger has worked for The Wall Street Journal as a columnist, editor and reporter for over 20 years. The Wall Street Journal is the leading business publication in the United States. It includes stock quotes, national and international business news and trends, and features articles such as this one on interesting people in the world of business.

Reading V

Diane Daniel is a journalist at The Boston Globe, a major daily newspaper for the Boston area. She writes personal essays as well as articles about travel, the arts, and home design.

Reading VI

Andrea B. Geffner is a business educator and writer. She is the former dean of the Taylor Business Institute in New York.

Reading VII

John Felty came to Taiwan as a graduate student in Asian Political Systems. He and his wife Huiling now live in Colorado. Bill McDowell is a photographer and professor in Texas.

Reading VIII

Utne Reader is a bi-monthly magazine that publishes articles from 2,000 sources. Subtitled “The Best of the Alternative Media” Utne Reader covers topics including race, feminism, environment, global politics, art, media, humor, relationships and in-depth news.

Suggested Situations for Writing

1. You are a reporter at a famous psychology magazine. You are working on the problem why people lie. Write the article (100-150 words) on the topic “Nature of lie”.
2. You are taking part in a yoga project “Life without lie”. Your guru set you the task to live the month without telling any lie. Write an essay “A month without lie” (100-150 words).
3. You are at the international workshop of future English language teachers. Share your personal experience of the most successful student collaboration while studying. Write an essay on the problem (100-150 words).
4. You are yourself. Write a letter to the group-mate you love to work with (100-150 words). Express your acknowledgment, describe the most successful achievements.
5. You are yourself. You have just come back from trip abroad. Write a piece in your diary listing and describing the cases of culture shock (100-150 words).
6. You are a freelancer at an Internet magazine. Write the page in your blog for foreign tourists “How to avoid culture shock while staying in Ukraine” (100-150 words).
7. You are taking part in the conference dedicated to the problems of inclusive education. Prepare the report “Disabled people. Stereotypes and unexpected truth” (100-150 words).
8. You are taking part in a charity project “How to help children with special needs”. Prepare the booklet with personal suggestions how relieve their life (100-150 words).
9. You are a personal coach. Work out the list of suggestions for the person who suffers from the permanent stress (100-150 words).
10. You are yourself. You are taking part in the creativity contest. Write an essay describing your personal philosophy of life (100-150 words).
11. You are yourself. You are going to take up the English language courses abroad. Write the letter of application (100-150 words).

12. You are an HR manager at a private primary school. You are recruiting an English teacher. Make up the list of professional and personal requirements for the candidate (100-150).
13. You are yourself. You have won the reality show “Four weddings”. Describe why your wedding proved to be the best (100-150 words).
14. You are taking part in a charity project for orphans. Write the essay for the contest “Love will save the world” (100-150 words).
15. You are an Internet blogger. Make up a Wiki page dedicated to the most significant personality who you consider to be genius. Fill in the biography data, contribution, and interesting facts characterising the personality you have chosen. (100-150 words).
16. You are the Ukrainian representative at the international conference dedicated to the problem of talented children. Prepare the report on the topic: “Family as the basis in raising gifted children” (100-150 words).

Projects

Project 1. How to tell kid's lie from fantasy

Objectives:

- enhance communication skills;
- learn the strategies of web resources exploration;
- develop team working skills; possess knowledge of composing a presentation in various media (print, video, play).

Outline:

1. Reasons of children's lie.
2. Personal experience.
3. How dangerous a child's lie is: is it a petty crime or a burst of imagination?
4. The ways of managing a child who lies.

Web Resources:

<http://childparenting.about.com/od/behaviordiscipline/a/How-To-Handle-Lying-In-Children.htm>

<http://www.parenting.com/article/why-kids-lie-age-by-age>

<http://www.cyh.com/HealthTopics/HealthTopicDetails.aspx?p=114&id=1673>

<http://www.cnn.com/2008/HEALTH/family/11/12/why.kids.lie/index.html?iref=24hours>

http://www.youtube.com/watch?v=P_6vDLq64gE

<http://www.youtube.com/watch?v=umgWcQ5uNu0>

Evaluation: presentation of a matter in class.

Project 2. Strategies of collaborating in the student-learning teams for improving academic achievement

Objectives:

- enhance communication skills;
- learn the strategies of web resources exploration;
- develop team working skills; possess knowledge of composing a presentation in various media (print, video, play).

Outline:

1. Student-learning teams: pros and cons.
2. Personal experience.
3. Activities for a learning team.

Web Resources:

<http://www.teachthought.com/learning/20-collaborative-learning-tips-and-strategies/>

<http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>

<http://www.youtube.com/watch?v=wX78iKhInsc>

<http://www.youtube.com/watch?v=Y6bbMQXQ180>

http://www.youtube.com/watch?v=rWEwv_qobpU

Evaluation: presentation of a matter in class.

Project 3. My university life as an exchange foreign student could see it.

Objectives:

- enhance communication skills;
- learn the strategies of web resources exploration;
- develop team working skills; possess knowledge of composing a presentation in various media (print, video, play).

Outline:

1. Studies.
2. Extra curricula activities.
3. Youth lifestyle.

Web Resources:

<http://exchangestudentworld.com/student/top-5-reasons-to-become-an-exchange-student/>

http://www.youtube.com/watch?v=-f-hG39af_g

<http://www.youtube.com/watch?v=uAivYey6URI>

<http://www.youtube.com/watch?v=SEsBQAZBgPI>

Evaluation: presentation of a matter in class.

Project 4. The handicapped in our society.

Objectives:

- enhance communication skills;
- learn the strategies of web resources exploration;
- develop team working skills; possess knowledge of composing a presentation in various media (print, video, play).

Outline:

1. The difficulties the handicapped face in everyday life.
2. Ways of adjusting my native city for the needs of the handicapped.

Web Resources:

<http://www.independentliving.org/docs3/finkelstein87a.html>

<http://wsupaul88.hubpages.com/hub/Confronting-Societys-View-of-Those-with-Disabilities>

<http://www.youtube.com/watch?v=xX1Job6O60E>

http://www.youtube.com/watch?v=0XXqr_ZSsMg

<http://www.youtube.com/watch?v=PCWIGN3181U>

<http://www.youtube.com/watch?v=buRLc2eWGPQ>

Evaluation: presentation of a matter in class.

Project 5. The place where I used to be happy as a child.

Objectives:

- enhance communication skills;
- learn the strategies of web resources exploration;
- develop team working skills; possess knowledge of composing a presentation in various media (print, video, play).

Outline:

1. Things that make a child happy.
2. My personal experience.
3. The intimate place I used to feel happy.

Web Resources:

<http://www.parents.com/fun/sports/exercise/what-makes-a-happy-child/>

http://www.huffingtonpost.com/katie-hurley/secrets-of-highly-happy-children_b_3722259.html

<http://www.oprah.com/spirit/5-Keys-to-Your-Childs-Happiness>

<http://www.parenting.com/article/3-secrets-to-a-happy-kid>

http://www.telegraph.co.uk/health/children_shealth/8771115/What-really-makes-our-children-happy.html

http://www.youtube.com/watch?v=GFTeBdp_Rg

<http://www.youtube.com/watch?v=SFnMTHhKdkw>

Evaluation: presentation of a matter in class.

Project 6. How to get a prestigious job.

Objectives:

- enhance communication skills;
- learn the strategies of web resources exploration;
- develop team working skills; possess knowledge of composing a presentation in various media (print, video, play).

Outline:

1. The most prestigious jobs of today. Explain your choice.
2. Tips for getting a well-paid job.

Web Resources:

<http://career-advice.monster.com/job-search/getting-started/how-to-land-a-high-paying-job/article.aspx>

<http://www.wikihow.com/Get-a-Job>

<http://www.youtube.com/watch?v=jpe-LKn-4gM>

http://www.youtube.com/watch?v=F_NEIwDiCSw

<http://www.youtube.com/watch?v=TGqVRMOd3OI>

Evaluation: presentation of a matter in class.

Project 7. Wedding traditions.

Objectives:

- enhance communication skills;
- learn the strategies of web resources exploration;
- develop team working skills; possess knowledge of composing a presentation in various media (print, video, play).

Outline:

1. Ukrainian wedding traditions.
2. The wedding ceremony in English-speaking countries.
3. My idea of an intercultural wedding.

Web Resources:

<http://www.livescience.com/16810-10-world-wedding-traditions.html>

<http://www.cnn.com/2013/09/06/living/matrimony-superstitions/>

<http://www.huffingtonpost.com/news/wedding-traditions/>

<http://people.howstuffworks.com/culture-traditions/cultural-traditions/10-wedding-traditions-with-surprising-origins.htm>

<http://www.youtube.com/watch?v=dbmSwAsV9WI>

http://www.youtube.com/watch?v=P3fIZuW9P_M

Evaluation: presentation of a matter in class.

Project 8. A prodigy child.

Objectives:

- enhance communication skills;
- learn the strategies of web resources exploration;
- develop team working skills; possess knowledge of composing a presentation in various media (print, video, play).

Outline:

1. The characteristic features of a gifted child.
2. Being a genius: pros and cons.
3. Pieces of advice for parents how to raise a child prodigy.

Web Resources:

http://en.wikipedia.org/wiki/Child_prodigy

<http://www.childprodigycc.com/>

СПИСОК ВИКОРИСТАНИХ ДЖЕРЕЛ

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